

Monitoring Report  
for the  
SACSCOC Board of Trustees

Regarding the On-Site Visit March 30, 2021, to April 1, 2021

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## INTRODUCTION

Stephen F. Austin State University offers the following response to the Action Letter from SACSCOC dated January 12, 2022, regarding Standard 8. 2.b (Student outcomes: general education), Recommendation 1.

The letter included the following paragraph (emphasis added in bold):

*The institution demonstrated that expected student learning outcomes have been identified for its collegiate-level general education competencies. The institution also provided documentation of new plans to identify, analyze, assess, and demonstrate improvement in the area of general education outcomes for its undergraduate degree programs. However, the institution **did not demonstrate that it has fully implemented the new plan**[Emphasis Added]. As part of its report, the institution should demonstrate that it identifies expected student learning outcomes, assesses the extent to which it achieves the outcomes, and provides evidence of seeking improvement based on an analysis of the results for collegiate-level general education competencies of its undergraduate degree programs.<sup>1</sup>*

Stephen F. Austin State University is in compliance with Principle 8.2.b:

- We identify expected student learning outcomes in the Texas Core Curriculum.
- We assess the extent to which students achieved these outcomes.
- We seek improvement in outcomes that are identified by the campus community.

Stephen F. Austin State University's approach to general education assessment, the Faculty Trust Model (FTM), is aligned with the spirit and text of *The Principles of Accreditation*.

*The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:*

*b. Student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs. (Student outcomes: general education)<sup>2</sup>*

This report provides an overview of our general education assessment and improvement process with curated examples of unit assessments and how these seek improvement. This is followed by a short reflection on assessing our process and upcoming improvements. Our conclusion makes the case that SFA identifies expected outcomes, assesses the extent to which it achieves these outcomes, and seeks improvement in general education.

[Appendix 1](#), Core Curriculum Assessment, details how each degree program has approached the improvement of either Critical Thinking (CRT) or Empirical & Quantitative Skills (EQS). There are myriad examples of interesting approaches to improving these two objectives' attainment

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<sup>1</sup> Letter, Belle Wheelan, Ph.D. to Dr. Scott Gordon, January 12, 2022.

<sup>2</sup> The Principles of Accreditation: Foundations for Quality Enhancement, December 2017, p. 20

(e.g., the Mathematics Department's choice to focus on improving Critical Thinking instead of the typical Empirical & Quantitative Skills).

## **SFA IDENTIFIES EXPECTED OUTCOMES**

General Education assessment falls under the auspices of the Texas Core Curriculum (TCC).<sup>3</sup> The TCC has six objectives (outcomes):

1. Critical Thinking Skills (CT) - creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information
2. Communication Skills (COM) - effective development, interpretation, and expression of ideas through written, oral, and visual communication
3. Empirical and Quantitative Skills (EQS) - manipulation and analysis of numerical data or observable facts resulting in informed conclusions
4. Teamwork (TW) - ability to consider different points of view and to work effectively with others to support a shared purpose or goal
5. Social Responsibility (SR) - intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
6. Personal Responsibility (PR) - ability to connect choices, actions, and consequences to ethical decision-making

These core objectives are embedded within and consist of 42 hours of coursework from the following academic areas:

1. Communication
2. Mathematics
3. Life and Physical Sciences
4. Language, Philosophy, and Culture
5. Creative Arts
6. American History
7. Government/Political Science
8. Social and Behavioral Sciences
9. A Component Area Option chosen by the institution

Each academic area of the TCC is assigned four of the above objectives.<sup>4</sup> These are illustrated in a radio button chart labeled [Appendix 2](#).

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<sup>3</sup> 19 Texas Administrative Code § 4.28

<sup>4</sup> The mathematics component area has three requirements instead of four.

## **SFA ASSESSES THE EXTENT TO WHICH THE OUTCOMES ARE ACHIEVED**

SFA's Core Curriculum Committee (CCC), which is comprised of faculty representing the university's six colleges as well as Institutional Effectiveness staff, makes initial recommendations related to general education assessment. These recommendations are presented to the Deans' Council and forwarded to the provost for implementation.

There are four key informational components to SFA's approach to general education assessment in the Faculty Trust Model:

1. An assessment of sample students by upper-level (capstone) faculty regarding the six objectives of the TCC;
2. Grades from all TCC courses (disaggregated by objective) for these same sample students;
3. Responses from the Senior Exit Survey regarding how much progress students have made at SFA in each Core objective;
4. Feedback through an annual Town Hall meeting (3<sup>rd</sup> Thursday in January) to determine which objectives need improvement and how to go about improvements.

## **SFA SEEKS IMPROVEMENT BASED ON ANALYSIS OF THE RESULTS**

After full discussion from stakeholders, the CCC meets after each Town Hall to determine the next steps, which are sent to the provost for approval. As faculty at SFA have made the decision to assess for improvement in core curriculum educational objectives across the curriculum and not just in core courses, *all* undergraduate degree programs determine appropriate improvement objectives in the Spring. Plans are implemented in the following fall and spring semesters. Results are presented/required by May 31 of the following year. We collect data every long semester, and results are assessed every year.

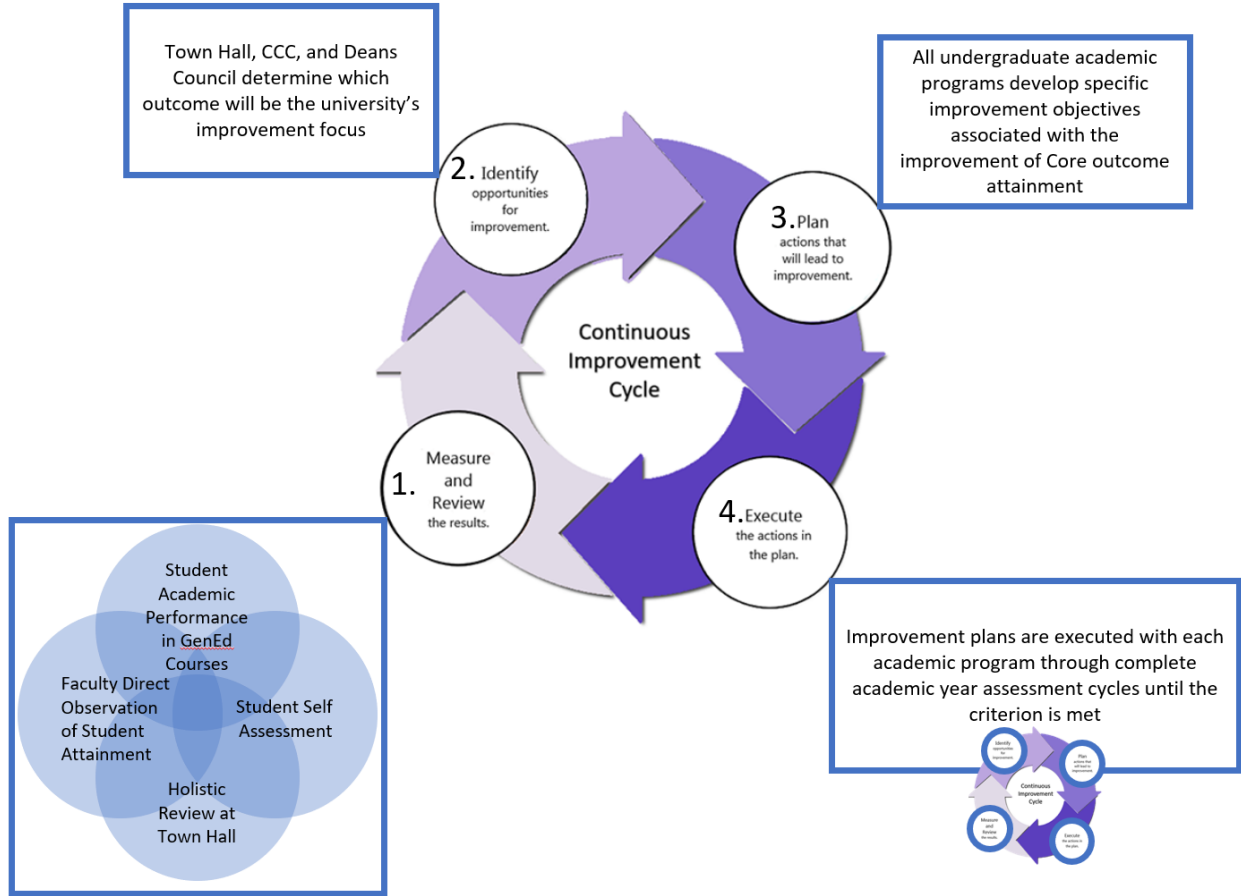


Figure 1: Seeking Improvement Based on Analysis of Results

## SIX SAMPLE ASSESSMENTS OF CORE OBJECTIVE ATTAINMENT

This report will present six examples—one from each established college at SFA. We approach general education at the degree level (i.e., across the entire curriculum, not just in the core curriculum), in keeping with direction provided by *the Handbook for Institutions Seeking Accreditation*:

*Since this standard focuses on attainment of competencies by “graduates,” take pains to ensure that the narrative and documentation move beyond measures of the performance of “students enrolled” in general education courses.<sup>5</sup>*

Many of the entries on the accompanying spreadsheet ([Appendix 1](#)) indicate that an improvement objective was met. This, on its own, documents that SFA is seeking improvement, and at times achieving it. However, a summation of “Criterion Not Met” has advantages for illustrative purposes. The resource manual breaks down the meaning of *improvement* for accreditation purposes this way:

<sup>5</sup> Handbook, p. 87.

*At the time of its review, the institution is responsible for providing evidence of “seeking improvement.” The institution should be using the data to inform changes based on evaluation of its findings. Plans to make improvements do not qualify as seeking improvement, **but efforts to improve a program that may not have been entirely successful certainly do.**<sup>6</sup>*

The first benefit of “Criterion Not Met” (CNM) examples is that these entries include Action Plans for the accompanying Improvement Objective. Further, these CNM examples offer a fuller insight into the thought patterns of faculty and program coordinators as they analyze the results critically and determine the next steps toward the desired improvement. We present these units as illustrations of SFA’s efforts to improve student learning in general education, as well as ongoing efforts toward continual improvement.

The six examples have been chosen to provide insight into the approach that our program coordinators are using to improve the attainment of core educational objectives in SFA graduates. There are multiple reasons we have chosen these units.

1. These assessment structures represent each of the six colleges at Stephen F. Austin State University.
2. These examples illustrate different approaches to assessment, all of which are promoted by the Office of Institutional Effectiveness.
3. Every example and every program listed in the accompanying spreadsheet represents improvement objectives specifically related to one of two general education objectives: Critical Thinking and Empirical & Quantitative Skills. They are presented as we received them, with only minimal adjustments for clarity, spelling, and grammar.

### **Biochemistry B.S.**

We chose this example from the College of Sciences & Mathematics for four key reasons.

1. First, it involves Empirical & Quantitative Skills, which was a less-popular choice among departments.
2. Second, it illustrates some potential issues emanating from a rubric-based format of assessment.
3. Third, the analysis involves multiple metric analyses, including calculations data provided by previously-used general education assessment rubrics.
4. Fourth, the number of students involved is normally small; thus, the assessment involves *a three-year rolling average* of student achievement. This speaks to the formative nature of the assessment, as well as a commitment to ongoing assessment for improvement.

Student performance in Empirical & Quantitative Skills for Biochemistry majors was and will be assessed as part of the curriculum in CHEM 4354, Biochemical Techniques. Since the course is a capstone in nature, it is normally limited to the spring semester. The objective set was (and will be) assessed during an enzyme kinetics laboratory activity.

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<sup>6</sup> p. 68. See also Handbook, p. 28.

The criterion for success was that 70% or more of the total cohort of Biochemistry majors assessed in CHEM 4354 during a 3-year assessment cycle will achieve a score of 3 or 4 for each element in the SFASU Empirical & Quantitative Skills Rubric, which is based on the AAC&U LEAP-VALUE rubric for Quantitative Reasoning, with minor adjustments to customize the rubric for local use ([Appendix 3](#)).

Eight (8) Biochemistry majors were assessed using the SFASU EQS Rubric, which uses a 5-point scoring system (4 = Capstone, 3 = Accomplished, 2 = Developing, 1 = Beginning, & 0 = Unacceptable). The data yielded the following results:

| Outcome                                      | Capstone<br>(4) | Accomplished<br>(3) | Developing<br>(2) | Beginning<br>(1) |
|--|-----------------|---------------------|-------------------|------------------|
| Define Problem/Topic                         | 8 (100%)        |                     |                   |                  |
| Devise/Formulate a Plan                      | 3 (37.5%)       | 5 (62.5%)           |                   |                  |
| Data/Information Collection and/or Selection | 7 (87.5%)       |                     | 1 (12.5%)         |                  |
| Analysis                                     |                 | 3 (37%)             | 5 (62.5%)         |                  |

Table 1: Biochemistry B.S., Enzyme Kinesthetics Laboratory Assignment Results

The course instructor and the program's assessment coordinator had a discussion of the assessment data.

After the assessment, the assessment coordinator and the assistant dean discussed the process and results. Several things came out of that discussion that are worth mentioning:

- 1) There were several areas in the procedures and written instructions that needed to be improved and clarified to students prior to beginning the activity. These items will be improved in subsequent semesters.
- 2) The instructor found ambiguities in the assessment rubric itself. The departmental faculty will discuss these issues as a whole. Based on those discussions, the assessment rubric will be adjusted to improve clarity.
- 3) One overarching problem is a decline in students' laboratory skills. Many students arrived at SFA with less hands-on lab experience due to the COVID-19 pandemic. The department sees this as a potentially recurring issue. Approaches to ameliorate the situation are being discussed among faculty.
- 4) Due to the small number of students enrolled in this course, assessment results will be analyzed using a 3-year rolling average. While this is being done, the assessment

instrument and protocols will be tweaked and improved.

5) Finally, the ongoing problem of validity. It is unclear at this time whether or not these criteria are the best means of determining EQS attainment levels. The department is working to establish a good, precise benchmark that truly reflects the department's educational objectives and principles.

Importantly, final action plans for all of these improvements will be determined during faculty meetings in the fall of 2022. This indicates the collegial and deliberative nature of the Faculty Trust Model, as well as SFA's ongoing commitment to continual improvement.

### **Criminal Justice BA/BS**

We chose this group of degree programs as an example for the following reasons:

1. Criminal Justice is housed in the College of Liberal and Applied Arts;
2. This unit represents an improvement approach regarding Critical Thinking;
3. The objective is approached in *three different courses*, indicating a more comprehensive commitment to the objective;
4. Reflective practice is documented well by all three instructors;
5. Informal feedback, solicited from students, informed new instructor approaches;
6. The actions are tangible and easy to understand.

The Criminal Justice Department at SFA determined that they would infuse Critical Thinking throughout the curriculum. Assignments in CRIJ 4341 (Understanding Criminal Justice Research), CRIJ 3380 (Criminal Justice Theory and Practice), AND CRIJ 4342 (Research and Analysis Applications) each contained assignments directly related to the objective. Respectively, the assignments included written artifacts, questions on a specific examination, and testing throughout the full semester.

Students in CRIJ 4341 were required to complete a research proposal on a topic related to criminal justice that conforms to the requirements of the American Psychological Association (APA) Publication Manual (7th Ed.). Students taking CRIJ 3380 were expected to develop their Critical Thinking Skills "through the application of criminological theory to the practice of criminal justice on items in the course's mid-term and final exams." This is similar to CRIJ 4342, where students were to demonstrate acceptable "written reporting of statistical analysis throughout the semester" through a series of four examinations.

Although each assessment approach was unique, the faculty determined a consistent approach to determining success: at least 80% of the students would earn at least 70% of the credit for work related to Critical Thinking. This benchmark was not met in any of the chosen courses. This led to separate and distinct reflective practice, as well as different action plans.

Regarding the research proposal in CRIJ 4341, the program coordinator noted that "students are not mastering skills related to the process of social science research." The professor reflected



individually but also engaged students in informal discussions to determine their struggles with the coursework.

The informal discussion with students revealed that students were especially struggling with the concepts of validity, reliability, and the operationalization of variables. One reason may have been the textbook, which “may be too complex for SFASU criminal justice students.” The professor will approach the deficiencies three ways. The instructor will:

1. Identify and adopt a less complex textbook;
2. Revise the research proposal instructions to provide more in-depth guidance about methodology section writing; and
3. Revise the exercises in the relevant units related to validity and reliability and the operationalization of variables.

Three exams embedded in CRIJ 3380 evaluated students' ability to apply criminological theory to criminal justice practice. The mean average of the three scores was 79.7%, just shy of the 80% target. Reflection noted that “although it is clear that there was an increase in knowledge of the content examined, there is room for improvement.” Faculty intend to include more random quizzes to encourage students to read the text and to be better prepared for class. In CRIJ 4342, the instructor will revise unit quizzes to include a requirement for students to create a record of their work, which later could be used as a guide when they take exams.

### **B.B.A. Foundations**

We chose this example because:

1. It represents the Nelson Rusche College of Business;
2. It has a Critical Thinking focus for the general education objective;
3. The objective is college-wide.

The Nelson Rusche College of Business (RCOB) approaches core assessment from a college-wide perspective. Students in this college first complete a BBA Foundations “core” within each major in the NRCOB, and a final, summative course is part of this core. The capstone-like course is Business Policy and Strategy (MGMT 4363). Thus, general education concepts are introduced and reinforced in a more uniform manner in the RCOB. One benefit of this approach is that an improvement objective in the BBAF courses results in potential improvement for every major in the College. In this course, students complete the CAPSIM simulation and the COMP-XM examination. The COMP-XM is a test that is related to the CAPSIM simulation. The COMP-XM has a set of subject matter questions with objective right/wrong answers. The CAPSIM simulates running a company, and students are scored through a proprietary algorithm that judges their decision-making, how well they run their company compared to others, etc.

This year, the improvement objective was bifurcated: faculty wanted students to score within 2% of the national average of COMP-XM scores, as well as to increase the CAPSIM scores by 1%.

For the 2021-22 academic year, the results in Critical Thinking and Decision-making of the COMP-XM met the criterion. However, the results on the CAPSIM simulation were substantially lower than last year's results; they did not see the increase in results they wanted.

Regarding the result and action, the RCOB stands as an example of the type of reflection that SFA seeks from assessment of the Texas Core Curriculum. The Action section includes/involves serious reflection on potential causes of the shortfall and solutions for future improvement.

Staffing changes are being made to the office that oversees the program. New oversight should improve understanding and execution. Also, new faculty will be teaching the course in which the simulation is administered. Meetings have been held with these faculty to discuss best practices for teaching the simulation and inculcating the program and principles into the course.

### General Agriculture BSAG

We chose this example because:

1. It provides an EQS example;
2. The target was missed by a large percentage of students;
3. This assessment involves *both* lower-level course students *and* upper-level students;
4. The example comes from the Arthur Temple College of Forestry & Agriculture.

Upper-level students were given three opportunities to pass the calculations. While the criterion was set at 70% success, only 47% passed the assessment questions. It should be noted that only 61 of the 73 students in the Cultivating Plants course (HORT 1231) even attempted the assignment. That means only 83% participated.

Students in the Spring 2022 Soil Science course (AGRI 3341) also performed below standard. These students were given three opportunities to complete the fertilizer calculation question. The average for the first attempt was 1.5 (15%) out of 10 points with only 13 of the 46 students attempting to answer the question. For the second attempt, the course average improved to 4.1 (41%) out of 10 points with 31 of the 46 students attempting to answer the question. The course average increased to 4.8 (48%) out of 10 points on the third attempt with 32 of the 46 students (70%) attempting the question.

While improvement was shown from the first to the third attempt, the overall highest average of 48% does not meet the criterion of 70% or higher. The averages across the lower-level course (HORT 1231) and the upper-level AGRI 3341 were very similar; all were well below the 70% success threshold.

| COURSE                       | SUCCESS | ATTEMPTED | CLASS SIZE |
|------------------------------|---------|-----------|------------|
| HORT 1231                    | 47%     | 61        | 73         |
| AGRI 3341 (1 <sup>st</sup> ) | 15%     | 13        | 46         |
| AGRI 3341 (2 <sup>nd</sup> ) | 41%     | 31        | 46         |
| AGRI 3341 (3 <sup>rd</sup> ) | 48%     | 32        | 46         |

Table 2: General Agriculture BSAG, Success Rates of Students

In the Action Plan section, the coordinator reflected: The results were significantly below the average to meet the criterion. The action plan will be to evaluate the mathematics course taken prior to these courses to ensure the proper mathematical skills are being developed. Furthermore, additional time will be spent in lecture/lab to reinforce the process of computing these calculations properly. Faculty are concerned that the low number of attempts could be affecting the overall data analyses; thus, the assignment will be required for completion of the course.

### **Dietetics and Nutritional Sciences B.S. & Food and Nutrition B.S.**

Reasons for choosing this example set:

1. It shows efforts to assess efficiently, as NUTR 3339 (Course name: Nutrition) is offered and required for both degree programs.
2. While one set of students met all criteria, another set of students missed just one criterion.
3. These examples come from the Perkins College of Education (PCOE), our largest college.
4. The PCOE is unique at SFA, as it does not offer any core courses to the general student population. Thus, it stands as a good bellwether of students as finished products.
5. It gives a unique circumstance, as one-degree program needs no improvement while the other program requires it.

In the Fall 2021 semester, 100% of students (n=5) were able to demonstrate a satisfactory or better for the following rubric categories: identify a nutritional claim from an article located in the popular press and locate and use appropriate scientific research articles to investigate the validity of the nutritional health claim. A total of 80% of students scored satisfactory or better on the following elements of the instructor rubric: demonstrated the ability to clearly and concisely evaluate the accuracy of the nutritional health claim based on scientific evidence, demonstrated correct scientific reference format, and evinced professional level written communication skills. All criteria were met.

For the Dietetics and Nutritional Sciences degree, 100% of students (n=19) demonstrated the ability to clearly and concisely evaluate the accuracy of the nutritional health claim based on scientific evidence, demonstrated correct scientific reference format, and correctly identified a nutritional claim from an article located in the popular press. All but three of the students (84%) were able to demonstrate professional-level written communication skills.

There was one criterion that did not meet the standard. Only 68% of the students were able to demonstrate correct scientific reference formatting, receiving a rating of unacceptable in that criterion of the instructor rubric. Here, the 80% target criterion was not met. Faculty met to discuss this situation.

Previously, the course included a “pre-assignment.” Articles were submitted well ahead of the final due date. Faculty are going to revive the “pre-assignment,” and instructors will provide audio feedback. This "pre-assignment" due date will occur 1-2 weeks earlier than in past iterations, to allow adequate time for any needed corrections. Further, the instructor of record will add questions related to scientific reference format (APA style) to two quizzes that will

happen *after* the articles are submitted and *before* the research paper is due. Such attention to learning calendars can only happen when faculty convene to discuss such issues.

| Criterion   | Dietetics (19) | Food & Nutrition (5) |
|---|----------------|----------------------|
| Demonstrates professional-level communication skills  | 84%            | 80%                  |
| Correctly identifies a nutritional claim from an article in the popular press   | 100%           | 100%                 |
| Locates and uses appropriate scientific research to validate health claim   | 100%           | 100%                 |
| Demonstrates the ability to clearly and concisely evaluate the accuracy of the nutritional claim based on scientific evidence | 100%           | 80%                  |
| Demonstrates correct science reference format   | 68%            | 80%                  |

Table 3: Dietetics and Nutritional Sciences B.S. & Food and Nutrition B.S Results

## ART BA/BFA

We chose this example because:

1. Perhaps no area(s) of study demand critical thinking as directly as the arts;
2. This program represents the Mickey Elliott College of Fine Arts (MECFA), which is the final college to be presented;
3. The plan, assessment, and action plan all contain wording that indicates significant forethought regarding the process;
4. The resultant improvement spans the entire degree program, as opposed to a smaller set of courses (or only one course).

The Objective is stated with a judgment statement of its own: “The student should be able to think critically about the artwork of their peers, including a descriptive analysis, interpretation, and judgment of artwork.” While this objective has been approached throughout previous iterations, the School of Art now supplements this skill set with an online approach.

The department supplemented typical operations with an online discussion group, using SFA’s LMS, Brightspace by D2L. Standards were determined from a student manual (textbook), using three specific chapters that focus on description, interpretation, and judgment. These were taught by instructors in studio art courses. Students posted a visual documentation of their work, and other students would provide constructive critique (using critical thinking skills). *The uniqueness of this assignment is that the students who are critiquing the work are the ones being assessed.* The tool for this assessment was a rubric that was created for the assignment ([Appendix 4](#)).

Only 45% of students met or exceeded the standard, significantly below the goal that 75% of students would reach that level.

Adjustments are being made. More time will be spent on critical commentary principles both in the class where the assessment takes place and in courses that precede the course where the assessment is made. And foundation-level courses now will introduce the principles of critical commentary. This way, students will be more experienced and will have had more opportunity for positive modeling of meaningful critical analysis before the upper-level course where the

assessment takes place. Thus, a form of Jerome Bruner's Spiral Curriculum is being placed within the current structure of this program.

## **UPCOMING PROCESS IMPROVEMENTS TO THE FACULTY TRUST MODEL**

### **Immediate Action for Upper-Level Assessment Processes**

The direct faculty assessments were somewhat problematic in the Spring of 2022. We are working to create the most seamless and streamlined approach possible, and this involves improving processes. This will result in three immediate adjustments:

- Earlier notification for the sample assessors in the upper levels;
- Core Curriculum Committee approval of assessors for sample students prior to outreach;
- A "Submit" button for assessors to indicate they are finished, which will help the platform to focus reminders toward those who have not assessed completely.

### **Delineation of Improvement vs. Standard Procedure**

We need to continue our consistent efforts to delineate an improvement objective from an outcome being monitored. In some of these entries, there is still the lingering idea that documenting instruction in critical thinking is enough. Our office is focused on improvement, and those colleagues who misinterpret the meaning of improvement need to be educated to *improve* their improvement.

### **Presentation of Materials Offering Alternatives to Rubrics and Standardized Tests**

Many of the results from this cycle focus on either standardized testing or rubrics of some sort. While these have their place, it may be helpful to showcase alternatives. Frequency counts are rare in improvement plans (though pass rates seem plentiful). We will work toward stronger data to both inform improvement plans and demonstrate improvement.

### **Efforts Toward Balancing Participation in Choices**

Of the 81 degree programs presented here, 70 focused on Critical Thinking. While the 11 Empirical & Quantitative Skills objectives proved significant, future iterations may wish to include measures to ensure that improvement objectives are addressed as evenly as practicable.

## CONCLUSION

*Because of these variations, reviewers must be even more mindful of the dangers of a “one size fits all” approach for general education than for student learning outcomes within defined majors.<sup>7</sup>*

SFA believes that the accompanying documentation should assuage any concerns with our unique way of assessing general education. [Appendix 5](#) provides a snapshot view of the Fall 2021 and Spring 2022 results from upper-level faculty members. This is new data to SACSCOC, though the Fall 2021 data were presented to our SFA colleagues at the 2022 Town Hall Meeting on January 20, 2022. [Appendix 6](#) is Spring 2022 course grade data from the student sample, and [Appendix 7](#) is the student self-report data from all of Academic Year 2022.

We acquire data, and we use that data to make improvements in learning. Taking these actions as two parts of a continuous whole, we will maintain our practice of ongoing data collection, presentation, and focused improvement. Each Town Hall meeting brings a new year’s worth of data that is added to the whole. [Appendix 8](#), the combined slide decks of the first two town halls, shows an increase of nearly 48% in the number of slides presented. This growth allows us to consider these data both in the aggregate and the disaggregate. This also gives SFA the opportunity to watch for patterns in an ever-growing dataset.

Our data now cover larger periods of time, with the following longevity:

- Upper-level assessment scores: Summer 2020 – Spring 2022;
- Sample student grades: Fall 2020 – Spring 2022;
- Self-assessments from graduating seniors: Spring 2013 – Summer 2022.

This coming fall, data from each of these three sources will be collected once again. We will collect these data each long semester, henceforth. Our next Town Hall Meeting is scheduled for January 19, 2023. Input from across campus will be taken, and the Core Curriculum Committee will determine which focus area(s) to consider during a subsequent meeting. The CCC’s decisions will be forwarded to the provost, who has final authority in setting the new improvement areas we will target. While we cannot predict the input from our campus colleagues or the will of the Core Curriculum Committee, we anticipate the focus will change for the upcoming academic year. New improvement plans will be created in Spring 2023 and executed during AY 2024.

*At the time of its review, the institution is responsible for demonstrating that the full cycle outlined above has taken place and that the current process is being used to promote continuous improvement.<sup>8</sup>*

In 2016, we began working on an alternative to the Rubric-and-Assignment approach to general education assessment. Our key issue was a lack of models to use. It took three years to develop

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<sup>7</sup> Resource Manual, p. 72.

<sup>8</sup> p.68, RM

our own approach, but hours of discussion among Core Curriculum Committee members yielded this process. It was approved by the Deans Council on December 9, 2019. This timeframe precluded the presentation of an entire cycle of data during our On-Site visit in March of 2021. We have now rectified that shortcoming.

**This report—along with the provided appendices—documents the products the full implementation of a cycle of the Faculty Trust Model. We will continue using this same model (FTM) for the foreseeable future.**

We see this work as innovative, and innovation can invite contempt. However, we confidently declare that the FTM has worked very well for SFA. Students have demonstrated improvement in Texas Core Curriculum objectives. Faculty are invested in the FTM and interested in both the process and the results. These data spur positive action, which at this point demonstrates success. Contrast the current situation with previous scenarios, where large amounts of money and time were invested, yet the resultant data had no relevance or meaningfulness to decision-makers. This change has been a positive one for SFA. We would appreciate your approval to continue the process and build on the successes we have enjoyed to this point.

| Unit Name   | Objective Name                  | Objective  | Assessment Method   | Criterion   | Result Type       | Result  | Result Date | Action   |
|---|---------------------------------|--|---|---|-------------------|---|-------------|--|
| PROGRAM - BIOCHEMISTRY BS 26.0202.00 - Improvement Objectives | BS Biochemistry-EQS Improvement | Students pursuing a BS in Biochemistry will demonstrate a mastery in the area of Empirical & Quantitative Skills.  | <p>Student performance in Empirical &amp; Quantitative Skills for Biochemistry majors will be assessed as part of the curriculum in CHEM 4354 (Biochemical Techniques), which is a required course for students pursuing a BS degree in Biochemistry. This course is normally offered in the spring semester.</p> <p>An enzyme kinetics laboratory activity will be used to collect the EQS assessment data. Student lab reports will be scored by the faculty member assigned to teach the class using a rubric developed in the SFASU Dept. of Chemistry &amp; Biochemistry. This rubric uses a 4-level scoring system (3 = Proficient, 2 = Adequate, 1 = Developing, &amp; 0 = Absent) to score seven different rubric elements, which are listed below:</p> <ol style="list-style-type: none"> <li>1.) Problem-solving strategy</li> <li>2.) Identification of variables, constants, &amp; controls</li> <li>3.) Evidence of thought process &amp; work</li> <li>4.) Correct use of information</li> <li>5.) Completeness of answer</li> <li>6.) Reasonableness of answer</li> <li>7.) Explanation/conclusion</li> </ol> <p>These data will then be mapped to the official SFASU Empirical &amp; Quantitative Skills Rubric, as shown below:</p> <ol style="list-style-type: none"> <li>1.) Problem-solving strategy [Define Problem/Topic]</li> <li>2.) Identification of variables, constants, &amp; controls [Devise/Formulate a Plan]</li> <li>3.) Evidence of thought process &amp; work [Data/Information collection and/r selection]</li> <li>4.) Correct use of information [Data/Information collection and/r selection]</li> <li>5.) Completeness of answer [Analysis]</li> <li>6.) Reasonableness of answer [Analysis]</li> <li>7.) Explanation/conclusion [Conclusion]</li> </ol> | The criterion for satisfactory fulfillment of this area is that 70% or more of the total cohort of Biochemistry majors assessed in CHEM 4354 during the 3-year assessment period will achieve a score of 3 or 4 for each element in the SFASU Empirical & Quantitative Skills Rubric. | Criterion Not Met | <p>The performance of eight Biochemistry majors enrolled in CHEM 4354 during the Spring 2022 semester was assessed in the following areas using a 4-level scoring system (3 = Proficient, 2 = Adequate, 1 = Developing, &amp; 0 = Absent):</p> <ol style="list-style-type: none"> <li>1.) Problem-solving strategy (avg = 3.00, SD = 0.00, med = 3.00)</li> <li>2.) Identification of variables, constants, &amp; controls (avg = 2.75, SD = 0.46, med = 3.00)</li> <li>3.) Evidence of thought process &amp; work (avg = 2.63, SD = 0.52, med = 3.00)</li> <li>4.) Correct use of information (avg = 2.88, SD = 0.35, med = 3.00)</li> <li>5.) Completeness of answer (avg = 2.50, SD = 0.53, med = 2.50)</li> <li>6.) Reasonableness of answer (avg = 1.75, SD = 0.46, med = 2.00)</li> <li>7.) Explanation/conclusion (avg = 1.50, SD = 0.53, med = 1.50)</li> </ol> <p>These data were then mapped into the SFASU EQS Rubric, which uses a 5-point scoring system (4 = Capstone, 3 = Accomplished, 2 = Developing, 1 = Beginning, &amp; 0 = Unacceptable) and yielded the following results:</p> <ol style="list-style-type: none"> <li>1.) Define Problem/Topic: All eight students scored a 4 (Capstone) for this element.</li> <li>2.) Devise/Formulate a Plan: 3 of 8 students (37.5%) scored a 4 (Capstone) and 5 of 8 students (62.5%) scored a 3 (Accomplished).</li> <li>3.) Data/Information collection and/or selection: 7 of 8 students (87.5%) scored a 4 (Capstone) and 1 of 8 students (12.5%) scored a 2 (Developing).</li> <li>4.) Analysis: 3 of 8 students (37.5%) scored a 3 (Accomplished), 5 of 8 students (62.5%) scored a 2 (Developing).</li> <li>5.) Conclusion: 4 of 8 students (50.0%) scored a 2 (Developing) and 4 of 8 students scored a 1 (Beginning).</li> </ol>  | 05/28/2022  | <p>After discussion of the assessment data with the faculty member who taught the class (and who evaluated the students' EQS performance), several things are worth mentioning:</p> <ol style="list-style-type: none"> <li>1.) The instructor noted that there were several areas in the procedure and written instructions that the students used to perform the laboratory activity that needed to be improved and clarified to students prior to beginning the activity. These items will be improved in subsequent semesters.</li> <li>2.) The instructor also noted some ambiguities in the assessment rubric itself and discussed these issues with the assessment coordinator. These issues will be discussed with the departmental faculty as a whole. The assessment rubric will be improved and the criteria will be made more clear and (hopefully) any ambiguity will be alleviated in subsequent semesters.</li> <li>3.) The instructor and the assessment coordinator also discussed the 4-point scoring system used for the assessment, and several problems and issues were noted. It is possible that a 5-point scoring system mirroring that of the SFASU EQS Rubric will be used in the future.</li> <li>4.) It is worth mentioning that one overarching problem that has been noted by faculty in most chemistry and biochemistry laboratory courses over the past few semesters is that of an overall decline in students' laboratory skills and abilities. A good part of the results can be attributed to the fact that these students have all suffered a major academic disruption to their undergraduate education due to the ongoing COVID pandemic. Many of these students have had much less hands-on lab experience due to the need for conducting online and/or virtual lab activities because of COVID. This will be an recurring problem for the foreseeable future, and both faculty and students will be doing their best to overcome it.</li> <li>5.) Due to the small number of students enrolled in this course, assessment results will be analyzed using a 3-year rolling average in an effort to alleviate the problems associated with a small sample size. Since this is the first time that this assessment protocol has been implemented, it is important to emphasize the need for getting a full set of data, i.e. three years worth of data, in order to get a more representative picture of students' EQS performance in this class. In other words, a baseline for performance needs to be established. While this is being done, the assessment instrument and protocols will be tweaked and improved.</li> <li>6.) Finally, the exact and precise benchmark criterion used for the assessment has been an ongoing problem. It is unclear at this time whether or not this criterion is a good one or not. This is also an area in which work is ongoing. It is hoped that the department can establish a good, precise benchmark that truly reflects the department's educational objectives and principles.</li> </ol> |
| PROGRAM - BIOLOGY BS 26.0101.00 - New 2020                    | Critical Thinking               | Students graduating with a BS from the Biology Program will be able think scientifically; this includes critical thinking or reasoning and explaining biological principles as well as analyzing and interpreting quantitative data. | <p>Assessment Method 1 - Analysis Of Qualitative Data. Qualitative scientific critical thinking will be assessed for all students in one selected course per year. Courses that may be assessed include (but are not limited to) Plant Form &amp; Function (Biol 2361/2061), animal Form &amp; function (Biol 2371/2071), Genetics (Biol 3453/3053), and General Ecology (Biol 3381/3081). For a selected assignment or laboratory exercise students will be presented with qualitative data observations or experimental results and asked to draw supportable conclusions based on that information. The instructor of the course will assess the quality of the assignment for each student using the rubric below.</p>  | 70% of students should score (3-Acceptable) or greater when all evaluations are averaged.   | Criterion Met     | <p>Twenty-nine (29) students enrolled in BIOL 3454/3054 were assessed based upon a class activity. Below is a summary of the rubric scores from all students:</p> <p>□</p> <p>The student clearly understood the background of the problem: average score 3.2</p> <p>The student's answer is supported by the data presented: average score 3.34</p> <p>The student's answer indicated a deep understanding of the biological principles involved: average score 3.27</p> <p>The student's answer is written in a manner that clearly conveys their main point(s): average score 3.17</p> <p>OVERALL AVERAGE ACROSS ALL RUBRIC ELEMENTS: 3.25</p> <p>Each student's rubric scores for all four statements were also averaged to provide an overall score for each student:</p> <p>Seven students (24%) averaged 4 - 5 across all rubric elements</p> <p>Fifteen students (52%) averaged 3 - 4.9 across all rubric elements</p> <p>Six students (21%) averaged 2 - 2.9 across all rubric elements</p> <p>One student (3%) averaged 1 - 1.9 across all rubric elements</p> <p>Departmental criteria state the 70% of student should have an average Likert score of 3.0 or greater. Based upon the data presented above, 76% of students received an average of 3.0 or better.</p> <p>Departmental criteria have been met.</p>  | 04/27/2022  | Will Develop GenEd Improvement objective after Faculty Trust Town Hall   |
| PROGRAM - BIOLOGY BS 26.0101.00 - New 2020                    | Critical Thinking               | Students graduating with a BS from the Biology Program will be able think scientifically; this includes critical thinking or reasoning and explaining biological principles as well as analyzing and interpreting quantitative data. | <p>Assessment Method 2 - Analysis of Quantitative Data. Quantitative scientific critical thinking will be assessed for all students in one selected course per year. Courses that may be assessed include (but are not limited to) Plant Form &amp; Function (Biol 2361/2061), animal Form &amp; function (Biol 2371/2071), Genetics (Biol 3453/3053), and General Ecology (Biol 3381/3081). For a selected assignment or laboratory exercise students will be presented with or obtain through sampling or experimentation a quantitative data set that they will be required to analyze using the appropriate mathematical tools and draw supportable conclusions from the analysis results. The instructor of the course will assess the quality of the assignment for each student using the rubric below.</p>  | 70% of students should average (3-Acceptable) or greater when all evaluations are averaged.   | Criterion Not Met | <p>Fifty-four (54) students enrolled in BIOL 3454/3054 were assessed based upon a class activity. Below is a summary of the rubric scores from all students:</p> <p>The student clearly understood the background of the problem: 3.16</p> <p>The student's answer is supported by the data presented: 3.16</p> <p>The student selected the correct analytic tools for the data set: 3</p> <p>The student accurately arrived at a quantitative solution based upon the data: 3.11</p> <p>The student's answer indicated a deep understanding of the biological principles involved: 3.18□</p> <p>The student's answer is written in a manner that clearly conveys their main point(s):2.64□</p> <p>AVG ACROSS ALL RUBRIC ELEMENTS: 3.04</p> <p>Thirteen (13) were enrolled in BIOL 3381/3081 General Ecology were assessed. Below is a summary of the rubric scores from all students</p> <p>The student clearly understood the background of the problem: 3.69</p> <p>The student's answer is supported by the data presented: 4</p> <p>The student selected the correct analytic tools for the data set: 3.76</p> <p>The student accurately arrived at a quantitative solution based upon the data: 3.46</p> <p>The student's answer indicated a deep understanding of the biological principles involved: 3.07□</p> <p>The student's answer is written in a manner that clearly conveys their main point(s): 3□</p> <p>AVG ACROSS ALL RUBRIC ELEMENTS: 3.50</p> <p>When data from both classes is combined</p> <p>(8) students have Likert scores that are between 4 - 5 across their rubric - 12%</p> <p>(37) students have Likert scores that are between 3 - 3.9 across their rubric - 55%</p> <p>(16) students have Likert scores that are between 2 - 2.9 across their rubric - 24%</p> <p>(6) students have Likert scores that are between 1 - 1.9 across their rubric - 9%</p> <p>Departmental criteria state that 70% of students should have Likert scores of (3) or better. Based on this data only 67% have achieved this level. Departmental criteria are not met.</p> | 04/27/2022  | Action plans are pending faculty meetings in the early fall of 2022  |



| Unit Name   | Objective Name                                  | Objective  | Assessment Method  | Criterion  | Result Type       | Result   | Result Date | Action  |
|---|---|--|--|--|-------------------|--|-------------|---|
| PROGRAM - CHEMISTRY BS 40.0501.00 - Improvement Objectives      | BS Chemistry-EQS Improvement                    | Students pursuing a BS in Chemistry will demonstrate a mastery in the area of Empirical & Quantitative Skills.   | <p>Student performance in Empirical &amp; Quantitative Skills for Chemistry majors will be assessed as part of the curriculum in CHEM 3021 (Quantitative Analysis Lab), which is a required course for students pursuing a BS degree in Chemistry. This course is normally offered in the spring semester.</p> <p>A laboratory activity in which the absorbances of food dyes are measured using UV-Visible spectrophotometry will be used to collect the EQS assessment data. Students will be directed to prepare samples of food dyes at varying concentrations. The UV-Visible spectrum for each sample will then be measured using a UV-Visible spectrophotometer. Students then analyze their data to prepare a Beer's Law plot of absorbance vs. concentration. The plotted data are then used to extrapolate various physical properties of each type of dye. Each student will then present his/her results in a lab report, which will be used to assess the individual student's EQS performance.</p> <p>Student lab reports will be scored by the faculty member assigned to teach the class using a rubric developed in the SFASU Dept. of Chemistry &amp; Biochemistry. This rubric uses a 4-level scoring system (3 = Proficient, 2 = Adequate, 1 = Developing, &amp; 0 = Absent) to score seven different rubric elements, which are listed below:</p> <ol style="list-style-type: none"> <li>1.) Problem-solving strategy</li> <li>2.) Identification of variables, constants, &amp; controls</li> <li>3.) Evidence of thought process &amp; work</li> <li>4.) Correct use of information</li> <li>5.) Completeness of answer</li> <li>6.) Reasonableness of answer</li> <li>7.) Explanation/conclusion</li> </ol> <p>These data will then be mapped to the official SFASU Empirical &amp; Quantitative Skills Rubric, as shown below:</p> <ol style="list-style-type: none"> <li>1.) Problem-solving strategy [Define Problem/Topic]</li> <li>2.) Identification of variables, constants, &amp; controls [Devise/Formulate a Plan]</li> <li>3.) Evidence of thought process &amp; work [Data/Information collection and/or selection]</li> <li>4.) Correct use of information [Data/Information collection and/or selection]</li> <li>5.) Completeness of answer [Analysis]</li> <li>6.) Reasonableness of answer [Analysis]</li> <li>7.) Explanation/conclusion [Conclusion]</li> </ol> | The criterion for satisfactory fulfillment of this area is that 70% or more of the total cohort of Chemistry majors assessed in CHEM 3021 during the 3-year assessment period will achieve a score of 3 or 4 for each element in the SFASU Empirical & Quantitative Skills Rubric. | Criterion Not Met | <p>The performance of 19 Chemistry majors enrolled in CHEM 3021 during the Spring 2022 semester was assessed in the following areas using a 4-level scoring system (3 = Proficient, 2 = Adequate, 1 = Developing, &amp; 0 = Absent):</p> <ol style="list-style-type: none"> <li>1.) Problem-solving strategy (avg = 2.11, SD = 0.88, med = 2.00)</li> <li>2.) Identification of variables, constants, &amp; controls (avg = 2.26, SD = 0.73, med = 2.00)</li> <li>3.) Evidence of thought process &amp; work (avg = 2.29, SD = 0.90, med = 3.00)</li> <li>4.) Correct use of information (avg = 2.11, SD = 0.95, med = 2.00)</li> <li>5.) Completeness of answer (avg = 2.26, SD = 0.93, med = 3.00)</li> <li>6.) Reasonableness of answer (avg = 2.16, SD = 1.21, med = 3.00)</li> <li>7.) Explanation/conclusion (avg = 2.08, SD = 0.95, med = 2.00)</li> </ol> <p>These data were then mapped into the SFASU EQS Rubric, which uses a 5-point scoring system (4 = Capstone, 3 = Accomplished, 2 = Developing, 1 = Beginning, &amp; 0 = Unacceptable) and yielded the following results:</p> <ol style="list-style-type: none"> <li>1.) Define Problem/Topic: 7 of 19 students (36.8 %) scored a 4 (Capstone), 8 of 19 students (42.1 %) scored a 2 (Developing), 3 of 19 students (15.8 %) scored a 1 (Beginning) and 1 of 19 students (5.3 %) scored a 0 (Unacceptable).</li> <li>2.) Devise/Formulate a Plan: 7 of 19 students (36.8 %) scored a 4 (Capstone), 4 of 19 students (21.1 %) scored a 3 (Accomplished), 6 of 19 students (31.6 %) scored a 2 (Developing), 1 of 19 students (5.3 %) scored a 1 (Beginning), and 1 of 19 students (5.3 %) scored a 0 (Unacceptable).</li> <li>3.) Data/Information collection and/or selection: 9 of 19 students (47.4 %) scored a 4 (Capstone), 4 of 19 students (21.1 %) scored a 2 (Developing), 5 of 19 students (26.3 %) scored a 1 (Beginning), and 1 of 19 students (5.3 %) scored a 0 (Unacceptable).</li> <li>4.) Analysis: 10 of 19 students (52.6 %) scored a 4 (Capstone), 2 of 19 students (10.5 %) scored a 3 (Accomplished), 2 of 19 students (10.5 %) scored a 2 (Developing), 4 of 19 students (21.1 %) scored a 1 (Beginning), and 1 of 19 students scored a 0 (Unacceptable).</li> <li>5.) Conclusion: 7 of 19 students (36.8 %) scored a 4 (Capstone), 9 of 19 students (47.4 %) scored a 2 (Developing) and 1 of 19 students (5.3 %) scored a 1 (Beginning), and 2 of 19 students scored a 0 (Unacceptable).</li> </ol> | 05/30/2022  | <p>After discussion of the assessment data with the faculty member who taught the class (and who evaluated the students' EQS performance), several things are worth mentioning:</p> <ol style="list-style-type: none"> <li>1.) The instructor noted that there were several areas in the procedure and written instructions that the students used to perform the laboratory activity that needed to be improved and clarified to students prior to beginning the activity. These items will be improved in subsequent semesters.</li> <li>2.) The instructor also noted some ambiguities in the assessment rubric itself and discussed these issues with the assessment coordinator. These issues will be discussed with the departmental faculty as a whole. The assessment rubric will be improved and the criteria will be made more clear and (hopefully) any ambiguity will be alleviated in subsequent semesters.</li> <li>3.) The instructor and the assessment coordinator also discussed the 4-point scoring system used for the assessment, and several problems and issues were noted. It is possible that a 5-point scoring system mirroring that of the SFASU EQS Rubric will be used in the future.</li> <li>4.) It is worth mentioning that one overarching problem that has been noted by faculty in most chemistry and biochemistry laboratory courses over the past few semesters is that of an overall decline in students' laboratory skills and abilities. A good part of the results can be attributed to the fact that these students have all suffered a major academic disruption to their undergraduate education due to the ongoing COVID pandemic. Many of these students have had much less hands-on lab experience due to the need for conducting online and/or virtual lab activities because of COVID. This will be a recurring problem for the foreseeable future, and both faculty and students will be doing their best to overcome it.</li> <li>5.) Due to the small number of students enrolled in this course, assessment results will be analyzed using a 3-year rolling average in an effort to alleviate the problems associated with a small sample size. Since this is the first time that this assessment protocol has been implemented, it is important to emphasize the need for getting a full set of data, i.e. three years worth of data, in order to get a more representative picture of students' EQS performance in this class. In other words, a baseline for performance needs to be established. While this is being done, the assessment instrument and protocols will be tweaked and improved.</li> <li>6.) Finally, the exact and precise benchmark criterion used for the assessment has been an ongoing problem. It is unclear at this time whether or not this criterion is a good one or not. This is also an area in which work is ongoing. It is hoped that the department can establish a good, precise benchmark that truly reflects the department's educational objectives and principles.</li> </ol> |
| PROGRAM - COMPUTER INFORMATION SYSTEMS BS-11.0101.00 - New 2020 | Outcome 1 - Critical Thinking                   | Students will attain an ability to analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions.  | The Computer Science Advisory Council is composed of members who are graduates of our program(s) and/or hire graduates of our program(s). At the Fall Computer Science Advisory Council meeting during even years, all CS Advisory Council members will respond to a survey, administered by the Assessment Coordinator, which focuses on our graduates' mastery of a specific outcome, based on their observation of our graduates in the workplace. The survey questions use a 5-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree).  | 60% of Advisory Council members will respond with a rating of 4 (Agree) or higher for a specific outcome.  | Criterion Met     | The department elected to conduct surveys in an off-year since no data was collected in Fall 2020. Of 5 board members responded to the survey. 100% agree that graduates have achieved this outcome.   | 05/20/2022  | Maintain curriculum structure and rigor.  |
| PROGRAM - COMPUTER INFORMATION SYSTEMS BS-11.0101.00 - New 2020 | Outcome 1 - Critical Thinking                   | Students will attain an ability to analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions.  | The course instructor will assess all Computer Information Systems majors enrolled in CSCI 3302 during the Fall semester of odd years. The assessment will consist of embedded components of an exam requiring the development and/or modification of software solutions. Students are assessed on their ability to develop an appropriate solution to the given problem. The questions are open ended and will be assessed using a faculty developed rubric.  | 60% of the students completing the exam will achieve at least Acceptable on each of the questions.   | Criterion Not Met | There were only 1 CISY student enrolled in CSCI 3302 for this assessment. The Computer Information Systems student did not score an average of 60% or above on the selected questions on all of the 4 exams (only scoring 50% or above on Exam 2 and the Final Exam). With only one student, the criterion of 60% of the students achieving at least Acceptable on each of the selected questions was not met on all exams. Therefore, the Criterion is Not Met for Computer Information Systems students.   | 05/20/2022  | This assessment only contained one data point. Therefore, it is recommended to reassess in the Fall of 2023 to obtain more data.  |
| PROGRAM - COMPUTER SCIENCE BS - 11.0101 - New 2020              | Outcome 1 - Critical Thinking                   | Students will attain an ability to analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions.  | The Computer Science Advisory Council is composed of members who are graduates of our program(s) and/or hire graduates of our program(s). At the Fall Computer Science Advisory Council meeting during even years, all CS Advisory Council members will respond to a survey, administered by the Assessment Coordinator, which focuses on our graduates' mastery of a specific outcome, based on their observation of our graduates in the workplace. The survey questions use a 5-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree).  | 60% of Advisory Council members will respond with a rating of 4 (Agree) or higher for a specific outcome.  | Criterion Met     | The department elected to conduct surveys in an off-year since no data was collected in Fall 2020. Of 5 board members responded to the survey. 100% agree that graduates have achieved this outcome.   | 05/20/2022  | Maintain curriculum structure and rigor.  |
| PROGRAM - COMPUTER SCIENCE BS - 11.0101 - New 2020              | Outcome 1 - Critical Thinking                   | Students will attain an ability to analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions.  | The course instructor will assess all Computer Science majors enrolled in CSCI 3302 during the Fall semester of odd years. The assessment will consist of embedded components of an exam requiring the development and/or modification of software solutions. Students are assessed on their ability to develop an appropriate solution to the given problem. The questions are open ended and will be assessed using a faculty developed rubric.  | 60% of the students completing the exam will achieve at least Acceptable on each of the questions.   | Criterion Not Met | There 18 computer science students enrolled in the course. Computer Science students scored an average of 60% or above on the selected questions on all of the 4 exams. For Computer Science students, the criterion of 60% of the students achieving at least Acceptable on each of the selected questions was met on all exams with the exception of Exam 1 (on which it was 56%). Therefore, the Criterion is Not Met for Computer Science students.  | 05/20/2022  | <p>(Long-term) Development of SFA Online Certified CSCI 1302 course. This course would be developed to optimize student success in an online environment.</p> <p>(Short-term) Qualitative survey of students' experience within livestream modalities to highlight possible pedagogical changes to CSCI 1302/2302 livestream course delivery.</p> <p>(Short-term) Qualitative survey of current faculty strategies that have led to improved student engagement of livestream students. This information will then create a repository of "best" practices for faculty to incorporate into CSCI 1302/2302 course delivery.</p>  |
| PROGRAM - DATA ANALYTICS BS 11.0401.00 - New 2020               | Outcome 1 - Critical Thinking                   | Students will attain an ability to analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions.  | The Computer Science Advisory Council is composed of members who are graduates of our program(s) and/or hire graduates of our program(s). At the Fall Computer Science Advisory Council meeting during even years, all CS Advisory Council members will respond to a survey, administered by the Assessment Coordinator, which focuses on our graduates' mastery of a specific outcome, based on their observation of our graduates in the workplace. The survey questions use a 5-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree).  | 60% of Advisory Council members will respond with a rating of 4 (Agree) or higher for a specific outcome.  | Criterion Met     | The department elected to conduct surveys in an off-year since no data was collected in Fall 2020. Of 5 board members responded to the survey. 100% agree that graduates have achieved this outcome.   | 05/20/2022  | Maintain curriculum structure and rigor   |
| PROGRAM - DATA ANALYTICS BS 11.0401.00 - New 2020               | Outcome 1 - Critical Thinking                   | Students will attain an ability to analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions.  | The course instructor will assess all Data Analytics majors enrolled in CSCI 3302 during the Fall semester of odd years. The assessment will consist of embedded components of an exam requiring the development and/or modification of software solutions. Students are assessed on their ability to develop an appropriate solution to the given problem. The questions are open ended and will be assessed using a faculty developed rubric.  | 60% of the students completing the exam will achieve at least Acceptable on each of the questions.   | Criterion Not Met | No Data Analytics majors were actively enrolled in CSCI 3302 during the Fall semester. Therefore, there is nothing to report. However, the data from computer science students and its action plans are reflected as both programs share a common computer science foundation.   | 05/20/2022  | <p>(Long-term) Development of SFA Online Certified CSCI 1302 course. This course would be developed to optimize student success in an online environment.</p> <p>(Short-term) Qualitative survey of students' experience within livestream modalities to highlight possible pedagogical changes to CSCI 1302/2302 livestream course delivery.</p> <p>(Short-term) Qualitative survey of current faculty strategies that have led to improved student engagement of livestream students. This information will then create a repository of "best" practices for faculty to incorporate into CSCI 1302/2302 course delivery.</p>  |
| PROGRAM - ENGINEERING PHYSICS BS 14.1201.00 - New 2020          | Outcome 1 - Problem Solving & Critical Thinking | Students will attain an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics. This was Outcome (e) prior to Fall 2018. | The course instructor will assess students enrolled in ENGR 2401 (Engineering Statics) during the Fall semester every third year beginning in Fall 2017. Problems from the first exam are used in the assessment and demonstrate knowledge of equilibrium conditions for forces and torques. The questions are problem solving and will be assessed using a five level scoring rubric.   | The department expects that a class average of at least level 3 on the rubric will be obtained.  | Criterion Met     | There were 27 students that were used for this assessment. Problem 6 of the first examination was used. Students scored a 3.36 / 5.0.  | 05/20/2022  | The topic "Systems of Forces and Moments to Equivalent Systems" (SO-1) is covered rapidly in the course. This is a new concept and topic for our students. It is recommended that the instructor will reallocate more time to this area while lessening lecture time on areas in which the students are more well-versed and covered in pre-requisite courses.  |

| Unit Name   | Objective Name                                  | Objective  | Assessment Method   | Criterion   | Result Type   | Result   | Result Date | Action   |
|---|---|--|---|---|---------------|--|-------------|--|
| PROGRAM - ENGINEERING PHYSICS BS 14.1201.00 - New 2020    | Outcome 1 - Problem Solving & Critical Thinking | Students will attain an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics. This was Outcome (e) prior to Fall 2018.                                 | The course instructor will assess students enrolled in ENGR 3343 (Digital Systems). Problems from homework assignments are used in the assessment and demonstrate problem solving skills using a faculty-developed scoring rubric.  | The department expects that a class average of at least level 3 on the rubric will be obtained.   | Criterion Met | There were 22 students enrolled in the course that partook in the assessment. Seven assessment tools were used throughout the course to provide an aggregate assessment to program learning outcome #1. This included: Quiz 1, Participation Quiz 1, Homework 1 and 2, Exam 1's Problem 1, 2, and 3. The aggregate score was a 4.27 / 5.0.   | 05/20/2022  | The criteria was met. Collaboration between electrical engineering faculty is encouraged to maintain continuity between course sections and maintain progress. |
| PROGRAM - ENVIRONMENTAL SCIENCE BS 03.0104.00 - New 2020  | Critical Thinking                               | Students are able to demonstrate effective critical thinking applied to environmental science problems before they complete the BS in environmental science curriculum.  | An embedded final exam question in the capstone senior course will have a final exam question which is focused on critical thinking.  | At least 80 percent of senior environmental science students in the capstone course will answer the critical thinking question correctly.   | Criterion Met | Of the students (n=15) taking the final exam, 93% were able to answer the critical thinking embedded question correctly.   | 05/12/2022  | Will Develop GenEd Improvement objective after Faculty Trust Town Hall   |
| PROGRAM - GEOLOGY BS 40.0601.00 - Improvement Objectives  | Critical Thinking                               | Students will demonstrate competency in using geologic literature, methods, tools, and technology to formulate, present, and solve problems.   | Students will be asked to interpret water chemistry data sets in GEOL 4320 Geochemistry. Students will use modeling software to transform the data and write a technical laboratory report interpreting their results.  | Students will be evaluated on the appropriate use of technology, data interpretation, and quality of their technical report. If 80% of the students score 70% or better, this will be considered "Acceptable". If 90% of the students score 70% or better, this will be considered "Excellent". Student work will be evaluated using the Senior Capstone Technical Report Rubric.                                 | Criterion Met | During Fall 2021, all students (n=13) in Geochemistry were required to work as a group to write a formal report based on data collected during a laboratory assignment. Students must score at least 70% to be considered acceptable. All students scored above 80%, which is considered excellent.  | 05/27/2022  | Will Develop GenEd Improvement objective after Faculty Trust Town Hall   |
| PROGRAM - GEOLOGY BS 40.0601.00 - Improvement Objectives  | Critical Thinking                               | Students will demonstrate competency in using geologic literature, methods, tools, and technology to formulate, present, and solve problems.   | Students will present and defend orally their geologic data and technical report produced in the capstone courses Geophysics (GEOL 4335) or Hydrogeology (GEOL 4349), to the faculty, staff, and students involved with the associated class. Students will be assessed on the basis of their ability to develop, present, and defend their geologic interpretation.  | Students will be evaluated on the quality of their oral presentation and the appropriate use of technology. If 80% of the students score 70% or better, this will be considered "Acceptable". If 90% of the students score 70% or better, this will be considered "Excellent". Student work will be evaluated using the Senior Capstone Oral Presentation Rubric and the Senior Capstone Technical Report Rubric. | Criterion Met | During Spring 2022, all students (n=13) in GEOL 4335 Geophysics and GEOL 4349 Hydrogeology were required to give oral presentations over current topics related to course content. The presentations were evaluated using the Oral Presentation grading rubric. All students completed the assignment and scored 70% or above. Overall, the student group performed well in all criteria with the lowest scores associated with the presenter's ability to emphasize key aspects of the project and use high quality slides and visuals. | 05/27/2022  | Will Develop GenEd Improvement objective after Faculty Trust Town Hall   |
| PROGRAM - INFORMATION TECHNOLOGY BA 11.0103.00 - New 2020 | Outcome 1 - Critical Thinking                   | Students will attain an ability to analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions.  | Exit Interviews are given to graduating seniors where they are asked to assess their mastery of a specific outcome (objective), based on their self-assessment of their ability to achieve the outcome (objective). During the Spring semester of even years, the Department of Computer Science Chair will administer a self-assessment survey to all graduating seniors enrolled in CSCI 4111. The survey questions use a 5-point Likert scale ranging from 1 (I do not feel I have the skill or ability) to 5 (I feel I have fully mastered the ability or skill).   | 60% of graduating seniors completing the assessment will respond with a rating of 3 (I feel I have minimally achieved this outcome) or higher for a specific outcome.   | Criterion Met | An exit survey was provided to graduating students enrolled in CSCI 4111. 88% of the respondents responded with a 3 or higher.   | 05/20/2022  | Maintain curriculum structure and rigor.   |
| PROGRAM - INFORMATION TECHNOLOGY BA 11.0103.00 - New 2020 | Outcome 1 - Critical Thinking                   | Students will attain an ability to analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions.  | The Computer Science Advisory Council is composed of members who are graduates of our program(s) and/or hire graduates of our program(s). At the Fall Computer Science Advisory Council meeting during even years, all CS Advisory Council members will respond to a survey, administered by the Assessment Coordinator, which focuses on our graduates' mastery of a specific outcome, based on their observation of our graduates in the workplace. The survey questions use a 5-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree).   | 60% of Advisory Council members will respond with a rating of 4 (Agree) or higher for a specific outcome.   | Criterion Met | The department elected to conduct surveys in an off-year since no data was collected in Fall 2020. Of 5 board members responded to the survey. 100% agree that graduates have achieved this outcome.   | 05/20/2022  | Maintain curriculum structure and rigor.   |
| PROGRAM - INFORMATION TECHNOLOGY BA 11.0103.00 - New 2020 | Outcome 1 - Critical Thinking                   | Students will attain an ability to analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions.  | The course instructor will assess all Information Technology majors enrolled in CSIT 3350 during the Spring semester of odd years. The assessment will consist of a course project, assessed as part of the final exam, requiring the analysis and design of requirements for problem solution. Students are assessed on their ability to develop the computing requirements for an appropriate solution to the given problem. The programming assignment(s) will be assessed using a faculty developed rubric.   | 60% of the students completing the project exam will score at least Acceptable on the project.  | Criterion Met | There were a total of 9 Information Technology students enrolled in the Spring 2021 CSIT 3350 course. All 9 students completing the project were assessed. The assessment consisted of a course project, assessed as part of the final exam, requiring the analysis and design of requirements for problem solution. Students were assessed on their ability to develop the computing requirements for an appropriate solution to the given problem. 77.78% of the students scored at least Acceptable on the project.                   | 05/05/2021  | Will Develop GenEd Improvement objective after Faculty Trust Town Hall   |
| PROGRAM - MATHEMATICS BS 27.0101.00 - New 2020            | Mathematical Maturation (Critical Thinking)     | SFA Mathematics majors grow from a computational understanding of mathematics to an integrated approach which includes critical thinking proficiency, computational facility, conceptual understanding, and problem-solving persistence. | Students in sophomore and senior seminars will investigate and present a problem, approved by the instructor, that requires persistence in problem solving. The presentation should include a statement of the problem, motivation, and relevant definitions at a level appropriate to an audience of their peers and other non-experts. The importance and mathematical content of the problem should be made clear in the presentation.   | Senior seminar students demonstrate more advanced critical thinking skills, computational facility, conceptual understanding, and problem solving persistence than their sophomore seminar peers.   | Criterion Met | The Mathematics Seminar Assessment Committee met to discuss annual performance of students in the seminar courses. We concluded that from our observation senior seminar students demonstrated more advanced mathematical maturity than their sophomore seminar peers. (Rubrics attached)  | 04/13/2022  | Will Develop GenEd Improvement objective after Faculty Trust Town Hall   |
| PROGRAM - NURSING (POST RN) BSN 51.3801.00 - New 2020     | Critical Thinking                               | Apply knowledge of the physical, social, and behavioral sciences in the provision of nursing care based on theory and evidence-based practice  | The RN-BSN Coordinator will evaluate the Capstone ePortfolio Project that the students submit the term of graduation. The student showcases their critical thinking by supporting the Program Learning Outcomes with the work they have submitted over the course of their time in the RN-BSN program. The ePortfolio is evaluated using a rubric. The rubric requires the student to provide high level commentary with evidence of critical thinking and analysis expected of a college student. The student must provide a clear explanation and supporting documentation for all seven of the End of Program Student Learning Outcomes to receive an exemplary score. | 90% of the students will make an 80% or higher score on their Capstone ePortfolio Project.  | Criterion Met | Fall 2021 graduates: 100% (8/8) scored 80% or higher<br>Spring 2022 graduates: 100% (6/6) scored 80% or higher   | 05/24/2022  | Review data at next Town Hall and develop new objective based on data sets.  |

| Unit Name   | Objective Name                                | Objective   | Assessment Method   | Criterion  | Result Type       | Result   | Result Date | Action   |
|---|---|---|---|--|-------------------|--|-------------|--|
| PROGRAM - NURSING<br>BSN 51.3801.00 - New 2020                                  | Critical Thinking                             | Apply knowledge of the physical, social, and behavioral sciences in the provision of nursing care based on theory and evidence-based practice   | Upon graduation from the DeWitt School of Nursing (SON) with a Bachelor of Science in Nursing (BSN), the graduate nurse must test to obtain licensure to practice as a Registered Nurse (RN). This is achieved by successfully passing the National Council Licensure Examination for Registered Nurses (NCLEX-RN). According to the National Council of State Boards of Nursing (NCSBN) that administers the examination, the NCLEX-RN assesses the graduate nurses' understanding and application of four major categories: 1) safe, effective care environment, 2) health promotion and maintenance, 3) psychosocial integrity, and 4) physiological integrity. The 2019 RN Test Plan states, "All task statements in the 2019 NCLEX-RN Test Plan require the nurse to apply the fundamental principles of clinical decision-making and critical thinking to nursing practice. The test plan also assumes that the nurse integrates concepts from the following bodies of knowledge: social sciences (psychology and sociology); biological sciences (anatomy, physiology, biology, and microbiology); and physical sciences (chemistry and physics)." Examples from the NCLEX-RN Test plan include using clinical decision making/critical thinking 1) in situations related to security planning, 2) for emergency response plan, 3) when calculating dosages, and 4) when addressing expected effects/outcomes of medications.<br><br>NCSBN administers the examination through an approved Texas Board of Nursing (TxBON) secured testing organization. The NCLEX-RN is a computerized adaptive test (CAT) with multiple choice and alternate item format questions, such as multiple response, fill in the blank, pictures, and audio questions. The graduate nurse receives a result of pass or fail. The NCLEX-RN first time pass rate from NCSBN is reported twice a year from October to March and from April to September. | 85% of graduates will pass NCLEX-RN exam on the first attempt  | Criterion Met     | Oct 2020-Sept 2021 NCLEX 1st time Pass Rate: 97.1% (134/138)<br>April 2021-Sept 2021: 95% (62/65)<br>Oct 2020-March 2021: 99% (72/73)<br>Texas' 1st time pass rate: 87%<br>Similar programs 1st time pass rate: 87%<br>National 1st time pass rate: 83%  | 05/06/2022  | Will Develop GenEd Improvement objective after Faculty Trust Town Hall   |
| PROGRAM - PHYSICS<br>BS 40.0801.00 - New 2020                                   | PLO #1 Critical Thinking & Problem Solving    | The student will demonstrate proficiency in physics by developing critical thinking and problem-solving skills.   | The course instructor will assess all physics majors enrolled in PHYS 2325 Technical Physics I during the Fall semester. The assessment will consist of embedded components in the final examination. Students are assessed on their ability to:<br><br>1) Identify essential knowns and unknowns<br>2) Provide a diagram or visual relation between knowns and unknowns<br>3) Identify a mathematical relationship between knowns and unknowns<br>4) Provide a solution with appropriate physical interpretation<br><br>The questions are open-ended and will be assessed using a faculty developed rubric.<br><br>This is assessment will begin in Fall 2021.   | 70% of assessed students will achieve an average of adequate rating in each of the four categories.  | Criterion Met     | Result: PHY2325 was the lower level course in the assessment process for the department in Fall 2021. Problem 1 comprised part of the final exam and formed the assessment instrument. This assesses PHYS 2325's SLO #1. Of the 17 students enrolled 15 took the final exam. Of the 17 students 76.5% scored acceptable or better with an average rubric score of 2.54 out of 3.00. □<br><br>Result: PHY2325 was the lower level course in the assessment process for the department in Fall 2021. Problem 4 comprised part of the final exam and formed the assessment instrument. This assesses PHYS 2325's SLO #3. Of the 17 students enrolled 15 took the final exam. Of the 15 students 73.3% scored acceptable or better with an average rubric score of 2.20 out of 3.00. □ | 05/12/2022  | Action Plan: To ensure continued student exam success, homework assignments should continue to cover a wide range of problems applying Newton's Law's in their solution. □<br><br>Action Plan: Homework assignments on mechanics and thermodynamics should continue to contain problems requiring extensive use of conservation principles in their solutions. □   |
| PROGRAM - APPLIED ARTS AND SCIENCES<br>BAAS 30.9999.40 - Improvement Objectives | Critical Thinking                             | Improve critical thinking skills of BAAS graduates  | Students in BAAS 4398 will demonstrate critical thinking and the ability to integrate multiple areas of study within a final capstone project. (Active)   | 70 % of students will achieve a rating of satisfactory or above according to rubric  | Criterion Met     | 17 students completed the capstone assignment. Of those, 16 (94%) meet or exceed expectation   | 05/25/2022  | This is a very high rating. While the BAAS 3300 did an exceptional job of preparing students for this class, we will nonetheless revisit rubric completion with instructors in the next assessment cycle   |
| PROGRAM - COMMUNICATION STUDIES<br>BA/BS 23.1304.00 - New 2020                  | PLO 5: Higher Order Thinking in Communication | Students majoring in Communication Studies will be able to demonstrate written competence in logical and critical thinking within communicative contexts.   | Based on the assignment type (Short paper, long paper, etc.), an appropriate rubric will be used to assess the students' work.  | 80% of students will achieve a score of 3 (1-4 scale) or above on each criterion of the rubric.  | Criterion Met     | This PLO was assessed in COMM 4335 (Intercultural Comm) in Spr 2022. Long term-paper assignment was selected for this assessment. Based on the rubric chosen for this assessment, here are the results:<br><br>- Content (Facts & Research) - 90% achieved a score of 3 or above<br>- Content (Depth) - 72% achieved a score of 3 or above<br>- Content (Inference) - 81% achieved a score of 3 or above<br>- Application (Critical Thinking) - 72% achieved a score of 3 or above<br>- Explanation - 90% achieved a score of 3 or above<br><br>Average for this PLO: - 81% students achieved a score of 3 or above  | 05/13/2022  | Faculty will meet during the summer to discuss the results and continue to improve especially on the Content (Depth) for this objective.   |
| PROGRAM - CRIMINAL JUSTICE<br>BA/BS 43.0104.00 - New 2020                       | Critical Thinking                             | Students will demonstrate critical thinking and analytic skills appropriate to the criminal justice practice and scholarship.   | Other<br>Students taking CRJU 4341 will complete a research proposal on a topic related to criminal justice that conforms to the requirements of the American Psychological Association (APA) Publication Manual (7th Ed.)  | 80% of students taking CRJU 4341 will earn a grade of at least 70% on a research proposal project.   | Criterion Not Met | 16 of 35 (45.71%) students taking CRJU 4341 earned a grade of at least 70% on a research proposal project. Student performance across the academic year is demonstrative of a need for improvement in instructional methods in the course.   | 05/23/2022  | Results indicate that students are not mastering skills related to the process of social science research. Informal discussion with students revealed that students especially struggle with the concepts of validity and reliability as well as operationalization of variables. Action plan: The Madfield & Babble text, while a standard in teaching social science methodology at both the undergraduate and graduate level may be too complex for SFASU criminal justice students based on informal feedback from students. The professor will (a) identify and adopt a less complex textbook, (b) revise the research proposal instructions to provide more in-depth guidance about methodology section writing, and (c) revise the exercises in the relevant units related to validity and reliability and the operationalization of variables. |
| PROGRAM - CRIMINAL JUSTICE<br>BA/BS 43.0104.00 - New 2020                       | Critical Thinking                             | Students will demonstrate critical thinking and analytic skills appropriate to the criminal justice practice and scholarship.   | Students taking CRJU 3380 will demonstrate critical thinking through the application of criminological theory to the practice of criminal justice on items in the course's mid-term and final exams.  | 80% of students taking CRJU 3380 will earn an average grade of at least 70% on exam items requiring them to apply criminological theory to the practice of criminal justice. | Criterion Not Met | Three exams embedded in CRJU 3380 evaluated students' ability to apply criminological theory to criminal justice practice. While only 65.2% (30 of 46) students earned a 70% or better on the first exam, performance improved during the semester. The proportion of students earning a 70% or better increased to 78.3% (36 of 46) on the second exam and to 95.6% (44 of 46) on the final exam.   | 05/23/2022  | Although it is clear that there was an increase in knowledge of the content examined, there is room for improvement. Faculty intend to adjust assignments, e.g., to include more random quizzes, to encourage students to read the text and to be better prepared for class.   |
| PROGRAM - CRIMINAL JUSTICE<br>BA/BS 43.0104.00 - New 2020                       | Critical Thinking                             | Students will demonstrate critical thinking and analytic skills appropriate to the criminal justice practice and scholarship.   | Students taking CRJU 4342 will demonstrate critical thinking skills through written reporting of statistical analysis throughout the semester.  | 80% of students taking CRJU 4342 will earn an overall combined grade of at least 70% on the four exams in the course.  | Criterion Not Met | 12 of 16 (75%) of students enrolled in CRJU 4342 earned an average of 70% or better on the course's four exams. The proportion of students meeting the assessment criteria is in the expected range.   | 05/23/2022  | Assessment results may be misleading because CRJU 4342 students during the spring 2022 semester significantly outperformed fall 2021 students, possibly resulting from improvements made in the course between semesters. The sample size, however, is small and the spring 2022 semester contained several students of superior ability compared to the fall 2021 semester.<br><br>Action plan: Revise the current unit quizzes (after unit 1) to include a requirement for students to create a Stata do-file (a record of syntax/commands) that could later be used as a guide when they take exams.  |
| PROGRAM - ENGLISH<br>BA 23.0101.00 - Improvement Objectives                     | Critical Thinking                             | Critical Thinking Through Close Reading in ENGL 3381  | Rubric is attached.   | 80% will score at least a 4 on the rubric.   | Criterion Not Met | We did not meet our expectations for this rubric. 66% of our students performed at a level 4 or better. A full explanation of the results and explanations is attached.  | 05/31/2022  | We will use the data/results to meet in August to and make plans for more intense instruction of critical thinking skills and to adjust the wording of this objective.   |
| PROGRAM - GENERAL STUDIES<br>30.9999.01 - Improvement Objectives                | Critical Thinking                             | Improve Critical Thinking Skills of General Studies Majors  | Students in BAAS 4398 will demonstrate critical thinking and the ability to integrate multiple areas of study within a final capstone project.  | At least 70% of students will meet or exceed expectations according to the rubric.   | Criterion Met     | all 8 students (100%) who completed this task meet or exceed criteria  | 05/25/2022  | Three students did not pass the prerequisite class, BAAS 3300. Had they been included in the data set, the results would have skewed lower. We will revisit how we rate our students as this is still a bit lenient application of criteria  |
| PROGRAM - GEOSPATIAL SCIENCE<br>BS 45.0702.00 - Improvement Objectives          | Quantitative and Empirical Reasoning          | The student will demonstrate proficiency in GIS cartography. Map products produced in GIS 3390 by students majoring in spatial science will be critiqued using a rubric designed in the context of course objectives. | Students enrolling in GIS 2324 are administered an exam with embedded questions to assess their empirical understanding. In addition, students in GIS 3390 are required to produce a course project that requires them to apply quantitative skills in developing map scales and units and accurately measure objects.  | Eighty percent (80%) of the students majoring in spatial science will achieve a "meets standard" rating based on the map assessment rubric.                                  | Criterion Met     | The students in GIS 2324 met the standard with answering the embedded questions and the students in GIS 3390 delivered a course project including map production that also met the standard.   | 05/31/2022  | This result is to reconfirm that the project learning outcomes are met.  |
| PROGRAM - HISTORY<br>BA 54.0101.00 - Improvement Objectives                     | IO #1 Critical Thinking                       | Improve the critical thinking skills of history majors  | >HIST 3300 and HIST 4370 instructors will emphasize critical thinking skills in analyzing primary sources and evaluating the merits and limitations of arguments in secondary literature.<br>>The Assessment Coordinator will develop a rubric by which assessors will assess the critical thinking demonstrated by students in the existing HIST 3300 and 4370 samples for the AY 2021-2022 assessment cycle to establish a baseline measure on which we can improve.  | At least 70% of students will meet or exceed a 3 on the rubric.  | Criterion Met     | The Assessment Coordinator successfully developed a rubric for assessing critical thinking in existing samples and incorporated this into our assessment procedures for AY 2021-2022.  | 05/09/2022  | Will Develop GenEd Improvement objective after Faculty Trust Town Hall   |

| Unit Name  | Objective Name  | Objective   | Assessment Method  | Criterion   | Result Type       | Result   | Result Date | Action  |
|--|---|---|--|---|-------------------|--|-------------|---|
| PROGRAM - INTERNATIONAL AND INTERCULTURAL COMMUNICATION BA 09.0907.00 - New 2020   | Critical Thinking   | Students will analyze language and other cultural products and practices by applying concepts, correlating and synthesizing information and demonstrating competence in logical and critical thinking within communicative contexts.  | In all 4000 level language courses students will write a paper in the target language that will be assessed for critical thinking. This does not include 4000 level translation and interpretation courses.  | Students will achieve a Satisfactory score (70%) or better on the assessed area.  | Criterion Met     | During the reporting period, students in SPAN 4345 wrote a paper in the target language that was assessed for Critical Thinking. 92% of students achieved a satisfactory or better on Critical thinking. The course focused on the ability to convey purpose, emotions, thought, and meaning through camera angles, lighting, and field in film.   | 05/26/2022  | Will Develop GenEd Improvement objective after Faculty Trust Town Hall  |
| PROGRAM - LIBERAL STUDIES BA 24.0101.00 - Improvement Objectives                   | Critical Thinking   | Improve Critical thinking skills of liberal studies graduates   | Method 1: Students enrolled in the capstone seminar will complete an integrative research paper melding at least three fields of study demonstrating research, writing and critical thinking (Active)  | At least 70% of students will achieve ratings of good or above on rubric.   | Criterion Met     | In the spring of 2022, 16 students completed the capstone experience. 12 (75%) of them received a rating of good or better.  | 05/22/2022  | The main action for all objectives related to the capstone experience relates to course logistics.<br><br>This was the first semester ever that we have had such a large data set. However, the following obstacles became evident:<br>1. with 16 students, each with three faculty committee members from three different fields, it was evident that there are different standards of research expectations among the fields<br>2. The sheer number of faculty members contributing to a single D2L page was overwhelming - and not all faculty submitted all rubrics.<br>3. Sociology was the most common field (11 students) yet has the smallest faculty meaning that individual sociology faculty were overburdened with "goodness of their heart" work.<br><br>These issues need to be resolved in the future course delivery to ensure data collected is accurate |
| PROGRAM - MASS COMMUNICATION BA/BS 09.0102.00 - Improvement Objectives             | CRITICAL THINKING (MEDIA'S ROLE & RESPONSIBILITY IN ETHICAL DILEMMAS) | Students will demonstrate an understanding of the role and responsibility of media as ethical dilemmas arise.   | To demonstrate and apply critical thinking skills, an exam assessing the student's understanding of the role and responsibilities of the media related to ethical dilemmas will be administered in MCOM 4306 (Media Ethics) at the conclusion of the class.  | 70% of students taking the exam will score 75% or higher out of a total score of 100%.  | Criterion Met     | For Spring 2022, a total of 34 students were assessed. Of the assessed students, 88.24% (30 students) scored over the target. This meets the assessment criteria.  | 05/12/2022  | Since this is a new assessment, the threshold will be reviewed in forthcoming assessment periods to determine whether modifications are needed. The instructors who teach this class and the department head are responsible for this action plan.  |
| PROGRAM - MODERN LANGUAGES BA 16.0101.00 - New 2020                                | Critical Thinking and Expression                                      | Students will analyze language, literary texts, and other cultural products and practices by applying concepts, correlating and synthesizing information.   | In all 4000 level courses students will write a paper in the target language that will be assessed for critical thinking. This does not include 4000 level translation and interpretation courses.   | Students will achieve a Satisfactory score (70%) or better on the assessed area.  | Criterion Met     | During the reporting period, students in SPAN 4345 wrote a paper in the target language that was assessed for Critical Thinking. 92% of students achieved a satisfactory or better on Critical thinking. The course focused on the ability to convey purpose, emotions, thought, and meaning through camera angles, lighting, and field in film.   | 05/20/2022  | Will Develop GenEd Improvement objective after Faculty Trust Town Hall  |
| PROGRAM - PHILOSOPHY BA 38.0101.00 - Improvement Objectives                        | Critical Thinking   | Because philosophy stresses critical thinking in every course and every PLO, students will demonstrate sophisticated critical thinking skills of analysis and interpretation in upper-division courses.   | Every section of PHIL 4390 will continue to include an assignment requiring research, analysis, and interpretation.  | At least 70% of students will meet or exceed expectations according to the rubric.  | Criterion Met     | The objective was assessed in two different assignments in the only section of PHIL 4390 taught in the 21-22 academic year, PHIL 4390 640: Philosophy and Conspiracy Theories, taught in Spring 2022. Assessment was completed by the instructor. Four students completed both assignments (other students in the class did not complete either instrument). For the first instrument, 2 (50%) of the students achieved a score of Excellent, while 2 (50%) of the students achieved a score of Acceptable. There were no scores of Good or Unacceptable. For the second instrument, 3 (75%) of the students achieved a score of Excellent, while 1 (25%) of the students achieved a score of Acceptable. Once again, there were no scores of Good or Unacceptable. We do not yet have longitudinal data for this objective. However, we have seen this curious Excellent-Acceptable axis in earlier assessments in philosophy, and have not yet determined why so few students fall between these two rankings. No students who attempted either assignment earned a score of unacceptable. | 05/08/2022  | Philosophy faculty will meet to discuss strategies to bring "acceptable" students up to the level of "good."  |
| PROGRAM - POLITICAL SCIENCE BA/BS 45.1001.00 - New 2020                            | PLO 2: Critical analysis  | The student will critically analyze and critique political institutions and/or complex political issues   | Student will produce an analytical paper analyzing and critically discussing political institutions and issues. These hypotheses will be assessed using the "Analytical Skill Rubric."   | At least 75% of students in the senior capstone seminar will achieve a score of "minimal" on all measures of success in the Analytical Skill Rubric for the analytical paper assignment.  | Criterion Met     | GOVT 4399 did not make Fall 2021. No assessment material for this semester is available.<br><br>Fifteen of 15 students were assessed on PLO #2 in Spring 2022. One hundred percent met the 75% "minimal" standard on all dimensions of success. The average PLO #2 rubric was 3.27.  | 05/31/2022  | One hundred percent of GOVT 4399 students met the minimal standard. No action needed at this time.  |
| PROGRAM - PSYCHOLOGY BA / BS 42.0101.00 - Improvement Objectives                   | Quantitative and Empirical Skills Assessment                          | The student will respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes. The student will effectively understand and interpret statistical information presented in various formats. | A quiz covering elements of quantitative and empirical skill (for example, understanding p-value, understanding conditional probability, identifying independent and dependent variables, understanding correlations) will be administered pre (in PSYC 3300: Scientific Literacy) and post (PSYC 3341: Research Methods) to assess student learning. (Active) | Post test scores will show improvement in understanding (more correct) for 90% of students. In addition, 75% of students will show at least 70% correct on the post-exam.   | Criterion Not Met | The Empirical and Quantitative Assessment (EOA) pre-test assessment was delivered during the spring semester of 2022 in three (3) sections of the course in the scientific literacy. A total of three (3) students out of seventy-seven (77) completed the assessment for a response rate of 4%. Students were correct on 53% of the assessment items. The EOA post-assessment was delivered at the end of the spring 2022 semester. The assessment was administered at the close of the spring 2022 semester in three (3) sections of the research methods course with a total enrollment of 36. No student completed the assessment in the research methods course. Given this is the first year of administration, no student has been in through the assessment period to reach the post-test period, so no pre-post data has been collected.  | 05/30/2022  | The current assessment period (2021-2022) was used to develop the delivery process of the assessment in order to obtain reliable, accurate, and useful information. Given the low completion rate in both courses for assessment (PSYC 3300 and PSYC 3341) a re-evaluation of the delivery process is warranted. During the assessment period, students were not provided incentive nor was completion embedded as part of a course assignment. This likely explains the no/low completion rate. Discussions with professors in the courses used for assessment will be undertaken to decide incentives aimed at increasing completion rates for the assessment.  |
| PROGRAM - SOCIAL WORK BSW 44.0701.00 - Improvement Objectives                      | Critical Thinking   | Students will demonstrate critical thinking skills by applying their knowledge, values, skills and cognitive and affective processes with a case situation during their internship placements.  | Senior Field Performance Evaluation will be used.  | Students will be able to articulate and apply critical thinking skills to a specific case situation in their assigned agencies.   | Criterion Met     | 100% of the SOCW 4290 in Fall 2021 (23 students) and Spring 2022 (62 students). The students demonstrated this in the field. They were able to demonstrate the knowledge, values, skills and cognitive and affective processes in working with clients - individuals, families, groups, communities and organizations.   | 06/02/2022  | Will Develop GenEd Improvement objective after Faculty Trust Town Hall  |
| PROGRAM - SOCIOLOGY BA/BS 45.1101.00 - Improvement Objectives                      | Critical Thinking Skill Development in the Sociology Program          | Increase critical thinking skills among sociology majors.   | All sociology majors will take sociology ETS MFT in SOCI 4395. Scores will be compared to national averages.   | Students will average in at least the 50th percentile for all students completing the test during a year  | Criterion Not Met | During 2021-2022 (Fall, 2021), we administered the ETS Major Field Test to 15 sociology majors. Raw scores were converted into percentiles for our assessment purpose. Our students ranged from a low of 31% to a high of 58% when scaled against the national sample of college students. Our student mean for this year was 46.4 percentile, which is below the 50th percentage (our criterion).   | 05/05/2022  | We have four faculty members who will work on enhancing our teaching in critical thinking. In SOCI 1301, one instructor has developed three lectures on critical thinking, argumentation, and logical fallacies while another sociology faculty member will be requiring two more detailed class discussions following two movies; these discussions will focus on identifying a problem, identifying biases, and drawing inferences. In addition, he will add critical thinking requirements to his reaction paper assignments. Also, an anthropologist teaching ANTH 2351 will be teaching critical thinking through exercises and required blogs (labeled as "Stop and Think"). And, our other anthropologist (also teaching ANTH 2351) will include critical thinking in her lectures on race.  |
| PROGRAM - SUSTAINABLE COMMUNITY DEVELOPMENT BA 30.3301.00 - Improvement Objectives | Critical Thinking   | Students will demonstrate the application of critical thinking through analysis of the factors that can contribute to a sustainable future (economic, social, environmental).   | Students will write research papers in SUST 3330 and SUST 3350 about the factors that can contribute to a sustainable future. These papers will become part of their permanent portfolio.  | On a scale that assesses the student's papers, the ability to synthesize information from readings, and the ability of the student to draw conclusions from primary sources, each item is rated using four items: (1) Unsatisfactory, (2) Satisfactory, (3) Good, and (4) Excellent. Students collectively need a mean of at least 62.5% (7.5/12, or 2.5 avg., on the rubric) to meet the criterion. This demonstrates a good mastery of the information. | Criterion Not Met | 15 students completed papers in SUST 3330 (Fall 2021) with most scoring 2 (satisfactory) or 3 (good) in each of the two items. Only two students scored above the 2.5 average (one 3.0, one 3.5) while three students scored below the 2.5 average (2.0). The overall average on synthesis was 2.33 while the overall average on conclusions was 2.6. Thus collectively the students fell a bit short of the 2.5 criterion (2.47). The recommended action plan is to better emphasize synthesis of references, including proper citation format, in future papers. This will be enhanced by graded draft papers with due dates early enough in the semester for students to correct errors. Three students who submitted drafts early and corrected errors met the 2.5 criterion. Of the three who did not meet the criterion, two did not submit a draft and the third submitted a draft at the same time the final paper was due.  | 05/31/2022  | Since SUST 3350 is only offered spring of odd years, SUST 4300 (Reading and Writing in Sustainability) might be added as a course to be assessed in this manner during spring of even years.  |

| Unit Name   | Objective Name   | Objective   | Assessment Method  | Criterion   | Result Type       | Result  | Result Date | Action   |
|---|--|---|--|---|-------------------|---|-------------|--|
| PROGRAM - FORESTRY BSF 03.0501.00 - Improvement Objectives                          | Critical Thinking in Forest Resource Policy, Economics, and Administration | Students will apply critical thinking when demonstrating understanding and competency of forest resource policy, economics, and administration.   | A comprehensive exam is administered to students enrolled in the Forestry capstone course Forest Resource Management FORS 4458. Embedded assessment exam questions will be used to measure the degree to which students nearing the completion of the BSF degree program are applying critical thinking in the management of forest resources (PLO3).  | Eighty percent (80 %) of the students majoring in Forestry will achieve a rating of 2 or better on each item on the rubric, on a scale of 1 to 3 with 3 being above standard, 2 being meets standard, and 1 being below standard on the rubric designed to assess the management plans as assessed by exam questions 28-42 for PLO3. Rubric shown as Table 8. See Rubric in BSF PLOs in related document.   | Criterion Met     | For Fall 2021, the capstone assessment exam was administered to 31 students enrolled in FORS 4458. For PLO3, 100% of students achieved a rating of 2 or better on PLO3, Management of Forest Resources, demonstrating their ability to apply critical thinking through forest resources management. 67.7% (21/31) of students achieved a 3 or better on the rubric. For Spring 2022, 23 students took the exam and 100% achieved a rating of 2 or better with 52% (12/23) achieving a 3 or better.  | 05/12/2022  | Will Develop GenEd Improvement objective after Faculty Trust Town Hall   |
| PROGRAM - GENERAL AGRICULTURE BSAG 01.0000.00 - New 2020                            | Empirical & Quantitative Analysis  | The student will exhibit problem solving skills based on empirical & quantitative analytical reasoning.   | Grades for embedded fertilizer requirement calculations will be collected in HORT 1231/1131 and in AGRI 3341/3141. The ability to calculate fertilizer requirements based on information provided will be used to assess the student's skills for empirical and quantitative analysis. The data from HORT 1231/1131 and AGRI 3341/3141 will be compared to evaluate the student's development of empirical and quantitative analytical reasoning.  | Students will score 70 percent or higher on the embedded fertilizer calculation questions to meet or exceed the standard. HORT 1231/1131 and AGRI 3341/3141 data will be compared to determine if students improve their empirical and quantitative analysis skills over their time in the program.   | Criterion Not Met | The grades from HORT 1231 in spring 2022 were analyzed and the course average we determined to be 4.7 out of a total of 10 points. A 47% success rate does not meet the 70% or higher requirement to meet the criterion. It should be noted that 61 of the students attempted the assignment out of 73 total students. Students in the spring 2022, AGRI 3341 course were given three opportunities to complete the fertilizer calculation question. The average for the first attempt was 1.5 (15%) out of 10 points with only 13 of the 46 students attempting to answer the question. For the second attempt, the course average improved to 4.1 (41%) out of 10 points with 31 of the 46 students attempting to answer the question. The course average increased to 4.8 (48%) out of 10 points on the third attempt with 32 of the 46 students attempting the question. While improvement was shown from the first to third attempt, the overall highest average of 48% does not meet the criterion of 70% or higher. The averages across the lower-level HORT 1231 and the upper-level AGRI 3341 were very similar, but were below the 70% threshold. | 05/26/2022  | The results were significantly below the average to meet the criterion. Our action plan will be to evaluate the mathematics course taken prior to these courses to ensure the proper mathematical skills are being developed. Furthermore, additional time will be spent in lecture/lab to reinforce the process of computing these calculations properly. Finally, the low number of attempts could be affecting the overall data analyses. The assignment will be required for completion of the course.   |
| PROGRAM - ART BA/BFA 50.0701 - Improvement Objectives                               | Critical Thinking  | The student should be able to think critically about the artwork of their peers including a descriptive analysis, interpretation, and judgment of the art work.                                     | In undergraduate studio seminar and select studio art courses a critique session, in addition to the face-to-face interaction, will be supplemented online with a Brightspace D2L discussion group where students will post a visual document of their work and other students will engage in critical commentary. Prior to this activity students will be instructed on the proper application of critical thinking skills surrounding constructive critique. The textbook: CRITS, A Student Manual by renowned Art Educator, Terry Barrett, will be used to teach the critical thinking skills as they apply to art criticism. Focus will be given to the three areas of description, interpretation and judgment as outlined in chapters four, five and six of the text. All students will be assessed based on their feedback. | 75% of students will score standard met or exceeds standard according to the included rubric.   | Criterion Not Met | Undergraduate students participating in the critical thinking and critical commentary assessment submitted their work via Brightspace D2L and it was assessed according to the rubric. 45% of students met or exceeded the standard, while there was goal for 75% of students to reach that level.  | 05/16/2022  | More time will be spent with the students on instruction of the critical commentary principles discussed in the text both in the class where the assessment takes place and in courses that precede the course where the assessment is made. Foundation level courses will introduce the principles of critical commentary so that students are more experienced and have had more opportunity for positive modeling of meaningful critical analysis before the upper level course where the assessment takes place.   |
| PROGRAM - DANCE BS 50.0301.00 - Improvement Objectives                              | Critical Thinking  | The students will improve their critical thinking skills  | A formative assessment weekly and a summative assessment presented at the end of each semester.  | Students will select an approved topic of research, provide 3 cited research submissions throughout the semester, demonstrate creative exploration of the topic of research through dance movement development, apply concepts of theatrical lighting and sound, costuming, and community engagement & sales, present a comprehensive production.   | Criterion Met     | DANC 4380 consisted of 7 senior choreographers. Each student selected an approved topic of research and submitted 3 cited research papers successfully and fulfilled all requirements for the course. 100% of the class passed the course with a completion rate of 95% or higher.  | 05/24/2022  | Will Develop GenEd Improvement objective after Faculty Trust Town Hall   |
| PROGRAM - MUSIC BM 50.0901.00 - Improvement Objectives                              | Critical Thinking  | Students will understand, analyze, and perform music with appropriate evidence of critical thinking.  | MUTC 4361 - Capstone Project Assessment. The academic music core curriculum includes Music Theory, Aural Skills and Musicology, while the interpretive nature of the performance requirements of a written piece of music provides the student with an additional opportunity to display critical thinking skills. A capstone project presented in MUTC 4361 - Form & Analysis combines the skills acquired in Music Theory/Aural Skills and Musicology will demonstrate the students ability to comprehend, analyze, and express in an extensive written form for assessment. The attached rubric outlines the assessment criteria.   | 70 percent of the students will meet or exceed the standard. Exceeds standard: Excellent analysis that demonstrates original thought and command of relevant theory and history. Examples and figures are amply annotated and thoroughly discussed. Meets standard: Good analysis that sheds light on some aspects of the piece despite the occasional small misunderstanding of relevant theory and/or history. Examples and figures lack sufficient Standard not met: Analysis is flawed due to significant misunderstandings of relevant theory and/or history. Examples and figures lack sufficient annotations and discussion. | Criterion Met     | There was a dramatic drop in the quality of work from Fall 2021 to Spring 2022 from a 3.02 rubric average to a 2.21. The criterion was met in the Fall semester, but fell during the Spring. The instructor described a marked shift in student demeanor and work from Fall to Spring. There was also a large disparity in the class size which affected the results.   | 05/31/2022  | Will Develop GenEd Improvement objective after Faculty Trust Town Hall   |
| PROGRAM - THEATRE BA/BFA 50.0501.00 - Improvement Objectives                        | Empirical and Quantitative Skills  | The School of Theatre will focus in on where these skills are being addressed or in need of improvement   | Junior and Senior students will be assessed through embedded course assignments in advanced level courses in Theatre History, Directing, and Design.   | 80% of students will score a satisfactory or better on all elements of the instructor rubric.   | Criterion Met     | Fall '21 (20 students): 16 ranked "superior," 2 ranked "good" and 2 ranked "unsatisfactory" in individual portion. 14 ranked "superior," 4 ranked "good," and 2 ranked "unsatisfactory" in group presentation. Spring '22 (20 students): 14 ranked "superior" and 6 ranked "good" in individual portion of project. 16 ranked "superior" and 4 ranked "satisfactory" in group presentation  | 05/27/2022  | Will Develop GenEd Improvement objective after Faculty Trust Town Hall   |
| PROGRAM - COMMUNICATION SCIENCE AND DISORDERS BS - 51.0201 - Improvement Objectives | Critical Thinking  | The student will analyze, interpret, and synthesize evidence-based procedures in the treatment of communication disorders.  | In the senior level course CSDS 3300, students will select an intervention method for treating communication disorders. Students will explore peer-reviewed articles over the selected intervention and analyze its effectiveness. Students will complete a teacher made protocol to demonstrate understanding of the analysis process.  | Protocols will be evaluated with the EBP Protocol Rubric. 80% of students will score a minimum of 39 points out of a possible 50 points.  | Criterion Met     | During the fall of 2021, 83% of students (N=35) enrolled in CSDS 4320, scored a minimum of 39 points out of a possible 50 points on the EBP project. The Spring of 2022 saw an increase in student performance, with 91% of students (N=35) enrolled in CSDS 4320 scoring a minimum of 39 points on the EBP project.  | 06/02/2022  | The instructor will continue to provide this assignment in the senior level course to analyze critical thinking in the clinical management of communication disorders.   |
| PROGRAM - CONSTRUCTION MANAGEMENT - 52.2001.00 (BS) - Improvement Objectives        | Critical Thinking  | Construction Management students work in CMGT 3114/3214 will be assessed by faculty and the advisory board to determine if students are successfully applying critical thinking skills.             | Students in CMGT 3114/3214 will be assessed on their ability to create construction documents of a residents through researching and in the development of creating and drawing them in AutoCAD. In addition, the students will build a tiny home to apply previous drawn construction documents and execute the construction of the tiny home. Students will apply critical thinking skills by solving and working through issues during the design and building process.   | Spring 2022 students started designing and creating models of the tiny home due to no lab space.  | Criterion Met     | The spring 2022 students developed models of designs and worked in teams to learn about CD drawings. Course will be re-organized slightly to allow the fall 2022 to build the designs created by students. The models illustrate a concept of understanding construction but actually building a structure will further develop their critical thinking skills.   | 05/27/2022  | Will Develop GenEd Improvement objective after Faculty Trust Town Hall   |
| PROGRAM - DEAF AND HARD OF HEARING BS 51.0202.00 - Improvement Objectives           | Teaching in DHH Settings (Core Objective Critical Thinking)                | The DHH educator candidate will use critical thinking skills to analyze student assessment data and plan next steps for instruction that are justified with principles from research and/or theory. | Educative Teacher Performance Assessment (edTPA) Rubric 15: Using Assessment to Inform Instruction   | The mean score for edTPA Rubric 15 will be 3.0 or higher for DHH educator candidates.   | Criterion Not Met | Spring 2022 results were used to set an improvement objective for this new assessment. Review of Spring 2022 data reveal a DHH candidate mean of 2.0 for edTPA Rubric 15: Using Assessment to Inform Instruction. This is below the target criteria of 3.0 or higher.   | 05/17/2022  | The DHH program coordinator will engage DHH and MLGE faculty in: (a) Review courses that include assessment learning objectives to ensure the courses support necessary educator candidate learning in the area of using assessment to inform instruction and that courses are experienced by DHH educator candidates in a developmental sequence that moves students naturally from introduction, to practice, and to mastery, (b) determining if changes to existing courses need to be made and/or if additional courses need to address using assessment to inform instruction. DHH and/or MLGE faculty will make any identified adjustments to courses based on these action items. If curricular changes are necessary, faculty will add those items to the curricular review system for the 2022-23 review cycle. |

| Unit Name  | Objective Name                       | Objective   | Assessment Method   | Criterion   | Result Type       | Result  | Result Date | Action  |
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| PROGRAM - DIETETICS AND NUTRITIONAL SCIENCES BS 51.3101.00 (DIP ACCREDITED) - Improvement Objectives | Empirical and Quantitative Reasoning | Demonstrate how to locate, interpret, evaluate, and use professional literature to make ethical, evidence-based practice decisions (KRDN 1.1)   | Students will complete a research paper critically investigating the validity of nutrition information in the popular press through use of professional resources to refute the nutritional claim. This assignment is found in NUTR 3339 - Nutrition.   | 80% of students will score a satisfactory or better on all elements of the instructor rubric.   | Criterion Met     | For the Fall 2021 semester, 100% of students (n=19) demonstrated the ability to clearly and concisely evaluate the accuracy of the nutritional health claim based on scientific evidence, demonstrated correct scientific reference format, and correctly identify a nutritional claim from an article located in the popular press. 84% of students were able to demonstrate professional level written communication skill. 69% were able to locate and use appropriate scientific research articles to investigate the validity of the nutritional health claim, receiving a satisfactory or better on the above elements of the instructor rubric. Meeting minutes for the 2021-2022 academic year are attached to this competency.   | 05/10/2022  | Will Develop GenEd Improvement objective after Faculty Trust Town Hall  |
| PROGRAM - EDUCATION STUDIES BSIS 13.0901.01 - Improvement Objectives                                 | Critical Thinking                    | Teacher candidates will use critical thinking skills to analyze student assessment data and plan next steps for instruction that are justified with principles from research and/or theory. | Electronic Portfolio edTPA Rubric 15: Using Assessment to Inform Instruction  | The mean BSIS score on edTPA Rubric 15: Using Assessment to Inform Instruction will be 3.0 or higher.   | Criterion Not Met | Spring 21 results were used to set an improvement objective for this new assessment. Review of 2021 data from spring and fall reveal a BSIS mean of 2.6 which is just below the criteria of 3.0 (N=206).  | 03/28/2022  | Program facilitators will engage faculty in: (a) Review courses that include assessment learning objectives to ensure the courses support necessary teacher candidate learning and that the courses are experienced by teacher candidates in a developmental sequence (b) Determining if changes to existing courses need to be made and/or if additional courses need to address assessment. Course directors will make identified adjustments to courses. If curriculum changes are needed those will be put into the curriculum review system by program facilitators no later than Fall 2022. |
| PROGRAM - FOOD AND NUTRITION BS 19.0501.00 (NON-ACCRED. PROGRAM) - Improvement Objectives            | Empirical and Quantitative Reasoning | Demonstrate how to locate, interpret, evaluate, and use professional literature to make ethical, evidence-based practice decisions (KRDN 1.1)   | Students will complete a research paper critically investigating the validity of nutrition information in the popular press through use of professional resources to refute the nutritional claim. This assignment is found in NUTR 3339 - Nutrition.   | 80% of students will score a satisfactory or better on all elements of the instructor rubric.   | Criterion Met     | For the Fall 2021 semester, 100% of students (n=5) were able to demonstrate a satisfactory or better for the following rubric categories - correctly identify a nutritional claim from an article located in the popular press and locate and use appropriate scientific research articles to investigate the validity of the nutritional health claim. 80% of students scored a satisfactory or better on the following elements of the instructor rubric - demonstrated the ability to clearly and concisely evaluate the accuracy of the nutritional health claim based on scientific evidence, demonstrated correct scientific reference format, and professional level written communication skills.   | 06/02/2022  | Will Develop GenEd Improvement objective after Faculty Trust Town Hall  |
| PROGRAM - HEALTH SCIENCE BS 51.0000.00 - Improvement Objectives                                      | Critical Thinking                    | Students will improve their critical thinking abilities   | Students will deliver a presentation on a health related topic that will be assessed using the critical thinking rubric.  | 75% of the students will attain a developing or higher level on the LEAP VALUE rubric for critical thinking.  | Criterion Met     | 84 of the 92 students (92%) met the guidelines in the LEAP VALUE rubric for the presentation. Obtaining the criterion needed for this assessment.   | 05/27/2022  | Look at changing this assessment to something that may need more work on critical thinking.   |
| PROGRAM - HOSPITALITY ADMINISTRATION BS 52.0901.00 - Improvement Objectives                          | Empirical and Quantitative Reasoning | The student will calculate, interpret and understand key ratios, financial statements and budgets, related to the hospitality industry.   | NRA ManageFirst Cost Control Certification HMS 305 This certification would replace the embedded questions previously assessed. Each student would take the NRAEF Cost Control Examination as a culminating assessment in HMS 305.  | 75% of students will receive at least 75% on the NRAEF Cost Control Examination as a culminating assessment in HMS 305.   | Criterion Met     | Results for this assessment are from the 2020-2021 calendar year. Of the students in the course, 38 of the 40 students (95% passing rate) in each of the key competency areas. Two students did not complete the exam.  | 05/17/2022  | Will Develop GenEd Improvement objective after Faculty Trust Town Hall  |
| PROGRAM - HUMAN SCIENCES (FAMILY & CONSUMER) BS 19.0101.00 - Improvement Objectives                  | Critical Thinking                    | The students will use critical thinking to evaluate the strengths and weaknesses of family relationships. (HDFS 4315)   | Students will engage in critical thinking through evaluation of families by choosing a topic from a list including family risk factors, consequences of family actions, life satisfaction, implications of education and socio-economic status, and implications of single family parenting and discussing how these factors impact family functioning.   | 80% of the students will score a 2 or higher on the rubric.   | Criterion Met     | Results are being entered for Fall 2020, Spring 2021, and Fall 2021. Moving forward, work will be submitted by calendar year.<br>Results 20-21: A total of 128 students submitted work in HDFS 4315. Of the work submitted, 112 (87.5%) scored a 2 or higher on the rubric element for this PLO.<br>Result Type: Criteria Met<br>Action Plan: N/A<br>Results Fall 2021: Data was submitted for a total of 13 students in HDFS 4315. Of the work submitted, 11 (85%) scored a 2 or higher on the rubric element for this PLO.<br>For the total reported period (Fall 2020-Fall 2021) a total of 141 students submitted work in HDFS 4315. Of the work submitted 123 (87%) scored a 2 or higher on the rubric element for this PLO.   | 01/07/2022  | Will Develop GenEd Improvement objective after Faculty Trust Town Hall  |
| PROGRAM - HUMAN SCIENCES (HUMAN DEV. & FAMILY STUDIES) BS 19.0101.00 - Improvement Objectives        | Critical Thinking                    | The students will use critical thinking to evaluate the strengths and weaknesses of family relationships. (HDFS 4315)   | Students will engage in critical thinking through evaluation of families by choosing a topic from a list including family risk factors, consequences of family actions, life satisfaction, implications of education and socio-economic status, and implications of single family parenting and discussing how these factors impact family functioning.   | At least 80% of students will score a 2 or higher on the rubric.  | Criterion Met     | Results are being entered for Fall 2020, Spring 2021, and Fall 2021. Moving forward, work will be submitted by calendar year.<br>Results 20-21: A total of 128 students submitted work in HDFS 4315. Of the work submitted, 112 (87.5%) scored a 2 or higher on the rubric element for this PLO.<br>Result Type: Criteria Met<br>Action Plan: N/A<br>Results Fall 2021: Data was submitted for a total of 13 students in HDFS 4315. Of the work submitted, 11 (85%) scored a 2 or higher on the rubric element for this PLO.<br>For the total reported period (Fall 2020-Fall 2021) a total of 141 students submitted work in HDFS 4315. Of the work submitted 123 (87%) scored a 2 or higher on the rubric element for this PLO.   | 01/07/2022  | Will Develop GenEd Improvement objective after Faculty Trust Town Hall  |
| PROGRAM - HUMAN SERVICES BS 44.0000.00 - Improvement Objectives                                      | Critical Thinking                    | The student will respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to human behavior.                | Students demonstrate knowledge of the use of standardized measure scores in career decision-making.<br>b. Students demonstrate knowledge of appropriate structure and content of professional resumes.<br>c. Students demonstrate knowledge of appropriate structure and content of application for employment coverletters.<br>d. Students demonstrate knowledge of effective employment/graduate school search strategies.<br>e. Students demonstrate knowledge of effective professional poise and communication in job/graduate school interview process. | 90% of students will submit a portfolio that includes the work accomplished in the classes.<br>90% students in the clinical rotation course will demonstrate appropriate structure and content of application for employment coverletters.<br>90% of students knowledge of effective employment/graduate school search strategies in the clinical rotations course.<br>90% of students will score B or higher on the mock interview in the clinical rotations course. | Criterion Met     | Five students enrolled in the Human Services Clinical Rotation course during the past year and all met the criterion outlined above. Despite the success in meeting this improvement objective the Human Services Program continues to have low enrollment and without any dedicated faculty currently assigned to this program and the overall needs of the unit this program has been suspended and will be submitted for sunset in curicolog next year with a teach out plan for remaining students developed. Future students interested in the Human Services degree will be direct to Multidisciplinary Studies and the Rehab program in this unit will continue to support courses that would satisfy most of the curriculum required in the current degree for that concentration in multidisciplinary studies.   | 05/01/2022  | Sunset during the next curicolog cycle.   |
| PROGRAM - HUMAN SERVICES BS 44.0000.00 - Improvement Objectives                                      | Scientific Review                    | Students must demonstrate an ability to synthesize and explain empirical literature in the field of human services  | 10 10 page paper required during the final semester of their undergraduate research course  | 90% of students will score B or higher in this assignment.  | Criterion Met     | Eight students enrolled in Human Services Undergraduate Thesis course during the past year and three (3) were eligible to complete the capstone experience for this two semester requirement all three completed the requirement for the paper outlined above. Despite the success in meeting this improvement objective the Human Services Program continues to have low enrollment and without any dedicated faculty currently assigned to this program and the overall needs of the unit this program has been suspended and will be submitted for sunset in curicolog next year with a teach out plan for remaining students developed. Future students interested in the Human Services degree will be direct to Multidisciplinary Studies and the Rehab program in this unit will continue to support courses that would satisfy most of the curriculum required in the current degree for that concentration in multidisciplinary studies. | 06/01/2022  | Sunset during the next curicolog cycle.   |

| Unit Name   | Objective Name   | Objective  | Assessment Method  | Criterion  | Result Type        | Result   | Result Date | Action   |
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| PROGRAM - HUMAN SERVICES BS 44.0000.00 - Improvement Objectives             | Scientific Review  | Students must demonstrate an ability to synthesize and explain empirical literature in the field of human services   | Undergraduate Thesis   | 90% of students will obtain a Pass on their defense of their manuscript  | Criterion Met      | Eight students enrolled in Human Services Undergraduate Thesis course during the past year and three (3) were eligible to complete the capstone experience for this two semester requirement all three passed the defense of their manuscript. Despite the success in meeting this improvement objective the Human Services Program continues to have low enrollment and without any dedicated faculty currently assigned to this program and the overall needs of the unit this program has been suspended and will be submitted for sunset in curiculum next year with a teach out plan for remaining students developed. Future students interested in the Human Services degree will be direct to Multidisciplinary Studies and the Rehab program in this unit will continue to support courses that would satisfy most of the curriculum required in the current degree for that concentration in multidisciplinary studies.  | 06/01/2022  | Sunset during the next curiculum cycle.  |
| PROGRAM - INTERIOR DESIGN BS 04.0501.00 - Improvement Objectives            | Critical Thinking  | Interior design students' work in INDS 4114 and INDS 4214 will be assessed by faculty and clients to determine if students are successfully applying critical thinking skills. | Student teams in INDS 4114 and 4214 will be assessed on their ability to design a well-developed floor plan through extensive research, survey results, and client approval by submitting three plans showing their critical thinking progression.   | 80% of student teams will successfully demonstrate critical thinking in their floor plan development process.  | Criterion Met      | Each of the 6 teams (which was composed of 4 members) three plans along with the teams presentations were critiqued at various stages of development through a PPT and oral presentation given to faculty and clients. Comments were made at each stage and provided to students to be incorporated for improvement to result in a final well-developed plan.<br><br>100% of the teams scored acceptable or excellent on all critical thinking criteria on the rubric.<br><br>Three of the team's PPTs are provided as examples along with the final rubric.   | 05/25/2022  | The results have identified that students need to work on explaining their results in more detail. Students forget that clients have not researched and analyzed data results to completely understand why they developed there final solutions to meet all needs of all clients and students who will be living in the residence halls. |
| PROGRAM - KINESIOLOGY BS 31.0505.00 - Improvement Objectives                | Empirical & Quantitative Skills  | Kinesiology majors will improve their empirical and quantitative reasoning ability   | 90% of the students will be able to identify their resting heart rate, their maximum training heart rate, their heart rate reserve, and their training intensity heart rate and appropriately incorporate these values into a personal exercise program.   | 90% of the students will correctly calculate and apply the various heart rate values within their exercise programs.   | Criterion Met      | In Fall 2021, 86% of the students earned target and 8.3% received acceptable. Those earning unacceptable was 5.5%. In Spring 2022, 92.8% earned target and 2.8% received acceptable. Those earning unacceptable was 4.3%. The criteria of 90% achieving acceptable or above was met in both semesters. Therefore, the students in the BS- Kinesiology are having the opportunity and improving upon their empirical and quantitative reasoning.  | 05/16/2022  | Will Develop GenEd Improvement objective after Faculty Trust Town Hall   |
| PROGRAM - MERCHANDISING BS 19.0203.00 - Improvement Objectives              | Critical Thinking: Global Issues: The student should be able to identify global issues and trends in the field of merchandising. | The student should be able to identify global issues and trends in the field of merchandising.   | Assessment 1: In MRCH 4319, students will be assessed on their knowledge of global issues in merchandising related to consumer mega-trends through a comprehensive research assignment, submitted in research paper format. (Active)   | 75% of students will score acceptable or better on each criteria.  | Criterion Not Met  | 15 students were assessed<br><br>Written Paper<br>In the area of Company Profile: 1 student or 7.69% scored exceptional or above average; 7 students or 53.85% scored satisfactory or acceptable, 5 students or 38.46% received unacceptable So, 61.54% of students scored acceptable or above.<br><br>In the area of Five Consumer Mega-Trends: 1 student or 7.69% scored exceptional or above average; 7 student or 53.85% scored satisfactory or acceptable, 5 students or 38.46% received unacceptable So, 61.54% of students scored acceptable or above.<br><br>In the Critique: 1 student or 7.69% scored exceptional or above average; 7 students or 53.85% scored satisfactory or acceptable, 5 students or 38.46% received unacceptable So, 61.54% of students scored acceptable or above.<br><br>In the Discussion: 1 student or 7.69% scored exceptional or above average; 7 students or 53.85% scored satisfactory or acceptable, 5 students or 38.46% received unacceptable So, 61.54% of students scored acceptable or above.<br><br>In the area of Writing Style: 1 student or 7.69% scored exceptional or above average; 7 students or 53.85% scored satisfactory or acceptable, 5 students or 38.46% received unacceptable So, 61.54% of students scored acceptable or above. | 05/30/2022  | Faculty will discuss results in mid-August to review the data and identify opportunities to prove objective attainment.  |
| PROGRAM - MERCHANDISING BS 19.0203.00 - Improvement Objectives              | Critical Thinking: Global Issues: The student should be able to identify global issues and trends in the field of merchandising. | The student should be able to identify global issues and trends in the field of merchandising.   | Assessment 2: In MRCH 4319, students will be assessed on their knowledge of global issues in merchandising related to consumer mega-trends through a comprehensive research assignment, presented in poster presentation format.   | 75% of students will score acceptable or better on each criterion.   | Criterion Met      | 15 students were assessed<br><br>Poster<br>In the area of Content: 7 students or 63.64% scored exceptional or above average; 3 students or 27.27% scored satisfactory or acceptable, 1 students or 9.09% received unacceptable. So, 90.91% of students scored acceptable or above.<br><br>In the area of Clarity: 7 students or 63.64% scored exceptional or above average; 3 students or 27.27% scored satisfactory or acceptable, 1 students or 9.09% received unacceptable. So, 90.91% of students scored acceptable or above.<br><br>In the area of Aesthetic Presentation: 7 students or 63.64% scored exceptional or above average; 3 students or 27.27% scored satisfactory or acceptable, 1 students or 9.09% received unacceptable. So, 90.91% of students scored acceptable or above.<br><br>In the area of Grammar & Spelling: 7 students or 63.64% scored exceptional or above average; 3 students or 27.27% scored satisfactory or acceptable, 1 students or 9.09% received unacceptable. So, 90.91% of students scored acceptable or above.  | 05/30/2022  | Will Develop GenEd Improvement objective after Faculty Trust Town Hall   |
| PROGRAM - PRE-AUDIOLOGY BS 51.0202.00 - Improvement Objectives              | Empirical and Quantitative Skills  | The student will analyze, interpret and synthesize audiometric data in the identification and management of hearing disorders.   | Students enrolled in CSDS 2340 will analyze, interpret and synthesize the identification of hearing disorders. Pre-Audiology students will demonstrate this by answering 5 embedded exam questions within the test section titled Identification of hearing disorders  | 90% of the students will achieve this goal by scoring 70% or better on the 5 exam questions in the section titled Identification of hearing disorders .  | Directed No Report | No Pre-Audiology students were enrolled CSDS 2340 during the past academic year and the final student in the major graduated in December 2021. Admission to the Pre-Audiology program has been suspended due to low enrollment and will be collapsed into a concentration of Communication Studies and Disorders during the next academic year.  | 05/31/2022  | Admission to the Pre-Audiology program has been suspended due to low enrollment and will be collapsed into a concentration of Communication Studies and Disorders during the next academic year.   |
| PROGRAM - REHABILITATION SERVICES BSRHB 51.2314.00 - Improvement Objectives | Critical Thinking  | The student will respect and use critical thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to rehabilitation services.       | Initial assessment methods will including the following imbedded course assignments in required courses*<br>- Students demonstrate knowledge and understanding using the integrative processing model (IPM)<br>- Students demonstrate knowledge of appropriate structure and content of professional resumes.<br>- Students demonstrate knowledge of relevant practicum sites and alignment with the students' professional interests. | 85% of students will submit all integrative processing papers with evidence of improvement in critical processing across the papers during the semester<br>85% of students in the clinical practicum course will demonstrate appropriate structure and content of application for employment through cover letters and resume.<br>85% of students knowledge of effective employment/graduate school search strategies in the clinical rotations course.<br>85% of students will score B or higher on the community resource paper clinical practicum course. | Criterion Not Met  | Eight (8) of 10 students (80%) enrolled in RHAB 3685 completed the final integrated process learning component (IPM) assignment and student reflection across the semester showing an improvement across time. Of those final papers submitted the average score was 98%. 100% of students demonstrated appropriate structure and content of application for employment though cover letters and resume with the average score of 91% on related assignments. Similarly, 100% of students demonstrated and effective understanding of field placements related to employment/graduate school applications. No data were collected for the community resource paper clinical practicum this year.   | 05/31/2022  | Will continue to assess. The student sample is so small to determine what interventions need to be employed. Additionally, the community resource paper as part of the clinical practicum will be collected next year to round out the assessment.   |





| Unit Name   | Objective Name                          | Objective   | Assessment Method   | Criterion  | Result Type       | Result   | Result Date | Action  |
|---|---|---|---|--|-------------------|--|-------------|---|
| PROGR<br>AM -<br>HUMAN<br>RESOUR<br>CE<br>MANAGE<br>MENT<br>BBA<br>52.1001.<br>00 -             | Critical Thinking -<br>College Passport | Increase student participation in the Student Success Passport program in order to drive improvements in career preparedness, critical thinking, and application of business knowledge to solve problems. | Students are currently assessed in the areas of critical thinking and application in Business Foundation curriculum. The results in these areas will continue to be monitored to see if requiring participation in the Passport Program improves these results. | Our score on the COMP-XM critical thinking questions will continue to meet our criterion of + - 2% the national average and our score on the CAPSIM simulation will increase annually by at least 1 percentile over the previous year. | Criterion Not Met | For the 2021-22 academic year, the results in Critical Thinking and Decision-making met our criterion. Our results on the simulation were substantially lower than last year's. Thus, we did not see the increase in results we had hoped for. Some of this was due to issues with administering the simulation during the Fall semester for some of the MGMT 4363 sections, so further data is being taken for those sections in the Spring. Additionally, the Passport Participation requirement was approved in the curriculum cycle this academic year, but will take time to fully implement into the curriculum, thus it has not yet had an opportunity to yield results in AOL. | 04/04/2022  | While the requirement that all students participate in the Passport Program will take time to phase in, the College continues to incentivize Passport Program participation through scholarships and advertising of the program. Additionally, staffing changes are being made to the office that oversees the Passport Program so that it can hopefully be better administered and publicized to students to further increase participation. There are new faculty teaching MGMT 4363, the class in which the simulation is administered, so meetings have been held with those faculty to discuss best practices for teaching the simulation and implementing it into the course. |
| PROGR<br>AM -<br>INTERN<br>ATIONAL<br>BUSINE<br>SS BBA<br>52.1101.<br>00 -<br>Improvem<br>ent   | Critical Thinking -<br>College Passport | Increase student participation in the Student Success Passport program in order to drive improvements in career preparedness, critical thinking, and application of business knowledge to solve problems. | Students are currently assessed in the areas of critical thinking and application in Business Foundation curriculum. The results in these areas will continue to be monitored to see if requiring participation in the Passport Program improves these results. | Our score on the COMP-XM critical thinking questions will continue to meet our criterion of + - 2% the national average and our score on the CAPSIM simulation will increase annually by at least 1 percentile over the previous year. | Criterion Not Met | For the 2021-22 academic year, the results in Critical Thinking and Decision-making met our criterion. Our results on the simulation were substantially lower than last year's. Thus, we did not see the increase in results we had hoped for. Some of this was due to issues with administering the simulation during the Fall semester for some of the MGMT 4363 sections, so further data is being taken for those sections in the Spring. Additionally, the Passport Participation requirement was approved in the curriculum cycle this academic year, but will take time to fully implement into the curriculum, thus it has not yet had an opportunity to yield results in AOL. | 04/04/2022  | While the requirement that all students participate in the Passport Program will take time to phase in, the College continues to incentivize Passport Program participation through scholarships and advertising of the program. Additionally, staffing changes are being made to the office that oversees the Passport Program so that it can hopefully be better administered and publicized to students to further increase participation. There are new faculty teaching MGMT 4363, the class in which the simulation is administered, so meetings have been held with those faculty to discuss best practices for teaching the simulation and implementing it into the course. |
| PROGR<br>AM -<br>MANAGE<br>MENT<br>BBA<br>52.0201.<br>00 -<br>Improvem<br>ent<br>Objective      | Critical Thinking -<br>College Passport | Increase student participation in the Student Success Passport program in order to drive improvements in career preparedness, critical thinking, and application of business knowledge to solve problems. | Students are currently assessed in the areas of critical thinking and application in Business Foundation curriculum. The results in these areas will continue to be monitored to see if requiring participation in the Passport Program improves these results. | Our score on the COMP-XM critical thinking questions will continue to meet our criterion of + - 2% the national average and our score on the CAPSIM simulation will increase annually by at least 1 percentile over the previous year. | Criterion Not Met | For the 2021-22 academic year, the results in Critical Thinking and Decision-making met our criterion. Our results on the simulation were substantially lower than last year's. Thus, we did not see the increase in results we had hoped for. Some of this was due to issues with administering the simulation during the Fall semester for some of the MGMT 4363 sections, so further data is being taken for those sections in the Spring. Additionally, the Passport Participation requirement was approved in the curriculum cycle this academic year, but will take time to fully implement into the curriculum, thus it has not yet had an opportunity to yield results in AOL. | 04/04/2022  | While the requirement that all students participate in the Passport Program will take time to phase in, the College continues to incentivize Passport Program participation through scholarships and advertising of the program. Additionally, staffing changes are being made to the office that oversees the Passport Program so that it can hopefully be better administered and publicized to students to further increase participation. There are new faculty teaching MGMT 4363, the class in which the simulation is administered, so meetings have been held with those faculty to discuss best practices for teaching the simulation and implementing it into the course. |
| PROGR<br>AM -<br>MARKET<br>ING BBA<br>52.1401.<br>00 -<br>Improvem<br>ent<br>Objective<br>s     | Critical Thinking -<br>College Passport | Increase student participation in the Student Success Passport program in order to drive improvements in career preparedness, critical thinking, and application of business knowledge to solve problems. | Students are currently assessed in the areas of critical thinking and application in Business Foundation curriculum. The results in these areas will continue to be monitored to see if requiring participation in the Passport Program improves these results. | Our score on the COMP-XM critical thinking questions will continue to meet our criterion of + - 2% the national average and our score on the CAPSIM simulation will increase annually by at least 1 percentile over the previous year. | Criterion Not Met | For the 2021-22 academic year, the results in Critical Thinking and Decision-making met our criterion. Our results on the simulation were substantially lower than last year's. Thus, we did not see the increase in results we had hoped for. Some of this was due to issues with administering the simulation during the Fall semester for some of the MGMT 4363 sections, so further data is being taken for those sections in the Spring. Additionally, the Passport Participation requirement was approved in the curriculum cycle this academic year, but will take time to fully implement into the curriculum, thus it has not yet had an opportunity to yield results in AOL. | 04/04/2022  | While the requirement that all students participate in the Passport Program will take time to phase in, the College continues to incentivize Passport Program participation through scholarships and advertising of the program. Additionally, staffing changes are being made to the office that oversees the Passport Program so that it can hopefully be better administered and publicized to students to further increase participation. There are new faculty teaching MGMT 4363, the class in which the simulation is administered, so meetings have been held with those faculty to discuss best practices for teaching the simulation and implementing it into the course. |
| PROGR<br>AM -<br>SPORTS<br>BUSINE<br>SS BBA<br>52.0101.<br>00 -<br>Improvem<br>ent<br>Objective | Critical Thinking -<br>College Passport | Increase student participation in the Student Success Passport program in order to drive improvements in career preparedness, critical thinking, and application of business knowledge to solve problems. | Students are currently assessed in the areas of critical thinking and application in Business Foundation curriculum. The results in these areas will continue to be monitored to see if requiring participation in the Passport Program improves these results. | Our score on the COMP-XM critical thinking questions will continue to meet our criterion of + - 2% the national average and our score on the CAPSIM simulation will increase annually by at least 1 percentile over the previous year. | Criterion Not Met | For the 2021-22 academic year, the results in Critical Thinking and Decision-making met our criterion. Our results on the simulation were substantially lower than last year's. Thus, we did not see the increase in results we had hoped for. Some of this was due to issues with administering the simulation during the Fall semester for some of the MGMT 4363 sections, so further data is being taken for those sections in the Spring. Additionally, the Passport Participation requirement was approved in the curriculum cycle this academic year, but will take time to fully implement into the curriculum, thus it has not yet had an opportunity to yield results in AOL. | 04/04/2022  | While the requirement that all students participate in the Passport Program will take time to phase in, the College continues to incentivize Passport Program participation through scholarships and advertising of the program. Additionally, staffing changes are being made to the office that oversees the Passport Program so that it can hopefully be better administered and publicized to students to further increase participation. There are new faculty teaching MGMT 4363, the class in which the simulation is administered, so meetings have been held with those faculty to discuss best practices for teaching the simulation and implementing it into the course. |

| Foundational Component Area   | SCH | ● Required Core Objectives |     |     | ○ Optional Core Objectives |    |    |
|---|-----|----------------------------|-----|-----|----------------------------|----|----|
|   |     | CT                         | COM | EQS | TW                         | SR | PR |
| Communication   | 6   | ●                          | ●   | ○   | ●                          | ○  | ●  |
| <p>Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively.</p> <p>Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.</p>   |     |                            |     |     |                            |    |    |
| Mathematics   | 3   | ●                          | ●   | ●   | ○                          | ○  | ○  |
| <p>Courses in this category focus on quantitative literacy in logic, patterns, and relationships.</p> <p>Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.</p>   |     |                            |     |     |                            |    |    |
| Life and Physical Sciences  | 6   | ●                          | ●   | ●   | ●                          | ○  | ○  |
| <p>Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method.</p> <p>Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.</p>   |     |                            |     |     |                            |    |    |
| Language, Philosophy & Culture  | 3   | ●                          | ●   | ○   | ○                          | ●  | ●  |
| <p>Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience.</p> <p>Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.</p>  |     |                            |     |     |                            |    |    |
| Creative Arts   | 3   | ●                          | ●   | ○   | ●                          | ●  | ○  |
| <p>Courses in this category focus on the appreciation and analysis of creative artifacts and works of the human imagination.</p> <p>Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.</p>   |     |                            |     |     |                            |    |    |
| American History  | 6   | ●                          | ●   | ○   | ○                          | ●  | ●  |
| <p>Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area.</p> <p>Courses involve the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.</p>  |     |                            |     |     |                            |    |    |
| Government/Political Science  | 6   | ●                          | ●   | ○   | ○                          | ●  | ●  |
| <p>Courses in this category focus on consideration of the Constitution of the United States and the constitutions of the states, with special emphasis on that of Texas.</p> <p>Courses involve the analysis of governmental institutions, political behavior, civic engagement, and their political and philosophical foundations.</p>   |     |                            |     |     |                            |    |    |
| Social and Behavioral Sciences  | 3   | ●                          | ●   | ●   | ○                          | ●  | ○  |
| <p>Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human.</p> <p>Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.</p>  |     |                            |     |     |                            |    |    |
| Component Area Option   | 6   | ●                          | ●   | ○   | ○                          | ○  | ○  |
| <p>a. A minimum of 3 SCH must meet the definition and corresponding Core Objectives specified in one of the foundational component areas</p> <p>b. As an option for up to 3 semester credit hours of the Component Area Option, an institution may select course(s) that:</p> <p>(i) Meet(s) the definition specified for one or more of the foundational component areas; and</p> <p>(ii) Include(s) a minimum of three Core Objectives, including Critical Thinking Skills, Communication Skills, and one of the remaining Core Objectives of the institution's choice.</p> |     |                            |     |     |                            |    |    |

# Empirical and Quantitative Skills Rubric



This rubric was developed by the empirical and quantitative skills committee at Stephen F. Austin State University in the Fall 2013 semester. The development process examined many existing campus and AAC&U's rubrics. This rubric articulates fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubric is intended for institutional-level use in evaluating and discussing student learning, not for grading. The utility of this rubric is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared through a common dialog and understanding of student success.

## Definition

Empirical and Quantitative (EQ) skills are those skills necessary to frame a problem, analyze empirical information, draw conclusions from the analysis, and communicate the results to an audience. Often, EQ skills are synonymous with critical thinking skills, and they closely correspond to the Quantitative Literacy definition developed by AAC&U. Individuals with strong EQ skills possess the ability to reason and solve quantitative problems from a wide array of disciplines and real-life situations, and they can clearly communicate the process and results in a variety of formats (e.g., words, tables, graphs, mathematical equations).

## Empirical and Quantitative Skills Across Disciplines

Most academic disciplines seek to foster strong EQ skills in their students. These skills are critically important for success in today's data-driven marketplace. Employers seek applicants with strong EQ skills, and these employees tend to have upward mobility, all else being equal. Since EQ skills are important for students, faculty are encouraged to develop assignments that provide opportunities for students to develop their critical thinking skills including but not limited to analyzing quantitative information, representing quantitative information in appropriate forms, completing necessary calculations to answer meaningful questions, making judgments based on quantitative information, or communicating the results of that work for various purposes and audiences. This rubric can be used as a framework for faculty to design assignments that provide students with the opportunities to enhance their empirical and quantitative reasoning skills.

## Framing Language

This rubric has been designed for the evaluation of work that addresses EQ skills. EQ skills go beyond mere calculations or citing data. Students must be able to understand a question, seek the most appropriate information to answer the question, analyze this information, and draw conclusions that have practical significance.



# Empirical and Quantitative Skills Rubric

**Definition:** Empirical and Quantitative (EQ) skills are those skills necessary to frame a problem, analyze empirical information, draw conclusions from the analysis, and communicate the results to an audience. Often, EQ skills are synonymous with critical thinking skills, and they closely correspond to the Quantitative Literacy definition developed by AAC&U. Individuals with strong EQ skills possess the ability to reason and solve quantitative problems from a wide array of disciplines and real-life situations, and they can clearly communicate the process and results in a variety of formats (e.g., words, tables, graphs, mathematical equations).

|   | <b>Capstone<br/>4</b>   | <b>Accomplished<br/>3</b>  | <b>Developing<br/>2</b>   | <b>Beginning<br/>1</b>  | <b>Unacceptable<br/>0</b>                       |
|---|---|--|---|---|---|
| <b>Define Problem/Topic</b>                         | Demonstrates the ability to construct a clear and insightful problem/topic statement with evidence of <u>all</u> relevant contextual factors.           | Demonstrates the ability to construct a problem/topic statement with evidence of most relevant contextual factors, and problem statement is adequately detailed. | Begins to demonstrate the ability to construct a problem/topic statement with evidence of most relevant contextual factors, but problem statement is superficial. | Demonstrates a limited ability in identifying a problem/topic statement or related contextual factors.        | Does not define problem/topic.                  |
| <b>Devise/Formulate a Plan</b>                      | Uses information or observation to form a correct plan to achieve a solution. Analyzes each step of the plan for plausibility and correctness.          | Uses information or observations to form a correct plan to achieve a solution.   | Uses information or observations to form a partially correct plan to achieve a solution.  | Uses information or observations to form an incorrect or incomplete plan to achieve a solution.               | Does not formulate a plan for solution.         |
| <b>Data/information collection and/or selection</b> | Skillfully gathers or converts relevant information into insightful portrayal that contributes to further or deeper understanding of the problem/topic. | Converts/gathers relevant information into an appropriate portrayal of the problem/topic.  | Converts/gathers relevant information into a partially appropriate portrayal of the problem/topic.  | Attempts to gather/convert information, but the information is incomplete or irrelevant to the problem/topic. | Does not attempt to gather/convert information. |
| <b>Analysis</b>                                     | Analyzes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to problem/topic.                                 | Analyzes evidence to reveal relevant patterns, differences, or similarities related to the problem/topic.  | Analysis is partially effective in revealing patterns, differences or similarities.   | Analysis is not effective in revealing patterns, differences or similarities.                                 | Does not attempt analysis.                      |
| <b>Conclusion</b>                                   | Conclusion(s) is/are correct, insightful, and relate to the original problem/topic.   | Conclusion(s) is/are correct and relate to the original problem/topic.   | Conclusion(s) is/are partially correct and relate to the original problem/topic.  | Conclusion(s) is/are incorrect or unrelated to the problem/topic.   | Does not form a conclusion.                     |

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### **Rubric for Art Studio Critical Thinking Assignment**

| Rubric                | Standard Not Met                     | Standard Met   | Exceeds Standard   |
|-----------------------|--------------------------------------|--|--|
| Description           | Student provided minimal or no input | The student has included adequate statements relating to measurable descriptors (form, medium, style), but could be more descriptive.                | The student has indicated excellent description of the documented work from multiple perspectives (form, medium, style, context, subject matter).                              |
| Interpretation        | Student provided minimal or no input | The student has included adequate statements relating to measurable interpretation (what could the work mean?), but could offer more interpretation. | The student has demonstrated excellent interpretation of the documented work from multiple perspectives (the artist's intent, the viewer's experience, emotive vs. intellect). |
| Judgmental Statements | Student provided minimal or no input | The student has included judgmental statements with adequate context or connection to other factors but could offer more evaluation.                 | The student has demonstrated excellent judgment of the documented work, synthesizing information created from description and interpretation.                                  |

| Start Date | End Date  | Please assess this student in each of the Core Objectives.                   |                   |                                |                         |                       |          |
|------------|-----------|--|-------------------|--------------------------------|-------------------------|-----------------------|----------|
|            |           | If you were recording a grade in these areas, what do you think it would be? |                   |                                |                         |                       |          |
|            |           | Communication  | Critical Thinking | Empirical & Quantitative Skill | Personal Responsibility | Social Responsibility | Teamwork |
| 12/6/2021  | 12/6/2021 | 3.9  | 4.1               | 3.9                            | 3.5                     | 4.4                   | 3.9      |
| 12/6/2021  | 12/6/2021 | 5  | 5                 | 5                              | 5                       |                       |          |
| 12/6/2021  | 12/6/2021 | 5  | 5                 | 5                              | 5                       | 5                     | 5        |
| 12/6/2021  | 12/6/2021 | 5  | 5                 | 5                              | 5                       | 5                     | 5        |
| 12/6/2021  | 12/6/2021 | 4  | 4.1               | 4.1                            | 5                       | 5                     | 5        |
| 12/6/2021  | 12/6/2021 | 5  | 5                 | 5                              | 5                       | 5                     |          |
| 12/6/2021  | 12/6/2021 | 5  | 5                 | 5                              |                         |                       | 5        |
| 12/6/2021  | 12/6/2021 | 4  | 4                 | 3                              | 3                       | 3                     | 3        |
| 12/6/2021  | 12/6/2021 | 2  | 2.5               | 3.9                            | 3.3                     | 1.9                   | 1.5      |
| 12/6/2021  | 12/6/2021 | 3.9  | 5                 | 5                              | 4.2                     | 5                     | 5        |
| 12/6/2021  | 12/6/2021 | 5  | 4                 | 4                              | 3.5                     | 5                     | 5        |
| 12/6/2021  | 12/6/2021 | 3.8  | 3.8               | 3.8                            | 5                       | 5                     | 5        |
| 12/6/2021  | 12/6/2021 | 5  | 4.5               | 4.5                            | 5                       | 5                     | 5        |
| 12/6/2021  | 12/6/2021 | 3.8  | 4.8               | 4.8                            | 5                       | 5                     | 5        |
| 12/6/2021  | 12/6/2021 | 3.3  | 3.6               |                                | 3.9                     | 4.6                   | 4.6      |
| 12/6/2021  | 12/6/2021 | 3.8  | 5                 | 5                              | 1.3                     |                       | 4        |
| 12/6/2021  | 12/6/2021 | 1.3  | 1.1               | 1.2                            | 3.5                     | 2.5                   | 3.2      |
| 12/6/2021  | 12/6/2021 | 5  | 4                 | 4                              | 5                       | 5                     | 5        |
| 12/6/2021  | 12/6/2021 | 5  | 4.1               | 4.1                            | 5                       | 5                     | 5        |
| 12/6/2021  | 12/6/2021 | 3.9  | 5                 | 4.1                            | 4.2                     | 5                     | 5        |
| 12/6/2021  | 12/6/2021 | 5  | 5                 | 5                              | 5                       | 5                     | 5        |
| 12/6/2021  | 12/6/2021 | 3.6  | 3.4               |                                |                         |                       |          |
| 12/6/2021  | 12/6/2021 | 3  | 3.5               |                                | 4.5                     | 4                     | 4.5      |
| 12/6/2021  | 12/6/2021 |  | 3                 | 3                              | 4.5                     | 4.5                   | 3.3      |
| 12/6/2021  | 12/6/2021 | 0  | 1                 |                                | 0.5                     |                       |          |
| 12/6/2021  | 12/6/2021 | 1.5  | 0.5               |                                | 3                       |                       | 2        |
| 12/6/2021  | 12/6/2021 | 5  | 5                 |                                | 5                       | 5                     | 5        |
| 12/6/2021  | 12/6/2021 | 5  | 5                 |                                | 5                       | 5                     | 5        |
| 12/6/2021  | 12/6/2021 | 4  | 3.6               | 3.2                            | 4.5                     | 4                     | 4.5      |
| 12/6/2021  | 12/6/2021 | 3.9  | 4                 | 4                              | 3.7                     | 4                     | 4.1      |
| 12/6/2021  | 12/6/2021 | 5  | 5                 | 5                              | 5                       | 5                     | 5        |
| 12/6/2021  | 12/6/2021 | 5  | 4.9               | 4.9                            | 5                       | 5                     | 5        |
| 12/6/2021  | 12/6/2021 |  |                   |                                |                         |                       |          |
| 12/7/2021  | 12/7/2021 | 4.5  | 3                 | 3                              | 4.5                     | 4                     | 4        |
| 12/7/2021  | 12/7/2021 | 4  | 4.5               |                                | 4                       | 4                     |          |
| 12/7/2021  | 12/7/2021 | 3.8  | 4.3               |                                | 3.7                     |                       | 5        |
| 12/7/2021  | 12/7/2021 |  | 4.3               |                                | 3.7                     |                       | 5        |
| 12/7/2021  | 12/7/2021 | 3.2  | 4.3               |                                | 4.6                     |                       | 5        |
| 12/7/2021  | 12/7/2021 | 3.7  | 5                 |                                | 5                       |                       | 5        |
| 12/7/2021  | 12/7/2021 | 4  | 4                 | 4                              | 4                       | 4                     | 4        |
| 12/7/2021  | 12/7/2021 | 0  | 1.3               | 0                              | 0                       | 0                     |          |
| 12/7/2021  | 12/7/2021 | 3.8  | 5                 | 3.9                            | 5                       | 4.4                   | 5        |
| 12/7/2021  | 12/7/2021 | 3.8  | 3.8               | 3.8                            | 5                       | 5                     | 5        |
| 12/7/2021  | 12/7/2021 | 5  | 5                 | 4.5                            | 5                       | 5                     | 5        |
| 12/7/2021  | 12/7/2021 | 5  | 5                 | 4.5                            | 5                       | 5                     | 5        |
| 12/7/2021  | 12/7/2021 | 5  | 4.3               | 4.4                            | 5                       | 5                     | 5        |
| 12/7/2021  | 12/7/2021 | 3.9  | 4.3               | 4.1                            | 5                       | 5                     | 5        |
| 12/7/2021  | 12/7/2021 | 4.2  | 5                 | 5                              | 3.9                     | 5                     | 4.4      |

| Start Date | End Date   | Please assess this student in each of the Core Objectives.                   |                   |                                |                         |                       |          |
|------------|------------|--|-------------------|--------------------------------|-------------------------|-----------------------|----------|
|            |            | If you were recording a grade in these areas, what do you think it would be? |                   |                                |                         |                       |          |
|            |            | Communication  | Critical Thinking | Empirical & Quantitative Skill | Personal Responsibility | Social Responsibility | Teamwork |
| 12/8/2021  | 12/8/2021  | 5  | 5                 | 5                              | 4.9                     | 5                     |          |
| 12/8/2021  | 12/8/2021  | 4.5  | 4.5               | 4.5                            | 5                       | 5                     |          |
| 12/8/2021  | 12/8/2021  | 5  | 3.9               | 3.8                            | 5                       | 5                     | 3        |
| 12/8/2021  | 12/8/2021  | 4.5  | 4                 | 4                              | 5                       |                       | 5        |
| 12/9/2021  | 12/9/2021  | 5  | 3.8               |                                |                         | 2.5                   | 5        |
| 12/10/2021 | 12/10/2021 | 3.2  | 3                 | 2.8                            | 3.6                     | 3                     | 3.1      |
| 12/10/2021 | 12/10/2021 | 5  | 4.9               | 5                              | 5                       | 5                     | 5        |
| 12/10/2021 | 12/10/2021 | 5  | 5                 | 5                              | 5                       | 5                     | 5        |
| 12/10/2021 | 12/10/2021 | 3.8  | 3.9               | 4.4                            | 3.8                     | 3.9                   | 4.1      |
| 12/10/2021 | 12/10/2021 | 3.4  | 2.5               | 3.2                            | 4.5                     | 4.6                   | 4        |
| 12/11/2021 | 12/11/2021 | 3.8  | 3.9               | 3.9                            | 3.9                     |                       |          |
| 12/11/2021 | 12/11/2021 |  |                   |                                | 3.7                     | 3.7                   | 3.7      |
| 12/13/2021 | 12/13/2021 | 4.4  | 4.4               | 3.6                            | 3.1                     | 2                     | 3.6      |
| 12/13/2021 | 12/13/2021 | 5  | 5                 |                                | 5                       | 5                     | 5        |
| 12/13/2021 | 12/13/2021 | 4.8  | 4.5               | 4.3                            | 4.8                     | 4.5                   | 4.5      |
| 12/13/2021 | 12/13/2021 | 4.5  | 4                 | 4.5                            | 5                       | 4.5                   | 5        |
| 12/13/2021 | 12/13/2021 |  |                   |                                |                         |                       | 4.4      |
| 12/13/2021 | 12/13/2021 |  | 4.5               |                                | 4.7                     | 4.5                   |          |
| 12/13/2021 | 12/13/2021 |  |                   |                                |                         |                       | 4.4      |
| 12/13/2021 | 12/13/2021 | 4.5  | 4                 | 5                              | 5                       | 5                     | 5        |
| 12/13/2021 | 12/13/2021 |  |                   |                                |                         |                       | 4.3      |
| 12/13/2021 | 12/13/2021 | 5  | 5                 | 3.9                            | 5                       |                       | 5        |
| 12/13/2021 | 12/13/2021 | 5  | 5                 | 4.2                            | 5                       |                       | 5        |
| 12/13/2021 | 12/13/2021 | 3.9  | 3.9               | 2.5                            | 3.9                     |                       | 3.9      |
| 12/13/2021 | 12/13/2021 |  |                   |                                |                         |                       |          |
| 12/13/2021 | 12/13/2021 | 4.5  | 4.5               | 4.2                            | 5                       | 5                     |          |
| 12/6/2021  | 12/6/2021  | 4.8  | 4                 | 3                              | 2                       |                       |          |
| 12/13/2021 | 12/13/2021 | 5  | 5                 | 5                              | 5                       | 5                     | 5        |
| 12/13/2021 | 12/13/2021 | 3.8  | 5                 | 5                              | 5                       | 5                     | 5        |
| 12/13/2021 | 12/13/2021 | 5  | 3.2               | 3.1                            | 4.4                     | 4.4                   | 5        |
| 12/13/2021 | 12/13/2021 | 5  | 4.5               | 4.5                            | 4.3                     | 4.2                   | 5        |
| 12/13/2021 | 12/13/2021 | 4.5  | 4.5               | 4.5                            | 5                       | 5                     | 5        |
| 12/13/2021 | 12/13/2021 |  |                   |                                |                         |                       |          |
| 12/13/2021 | 12/13/2021 | 3.4  | 5                 | 5                              | 5                       | 2.9                   | 1.8      |
| 12/13/2021 | 12/13/2021 | 2.5  |                   |                                |                         |                       |          |
| 12/13/2021 | 12/13/2021 | 4.6  | 4.6               | 4.6                            | 4.6                     | 4.4                   | 4.8      |
| 12/13/2021 | 12/13/2021 | 1.1  | 1.3               | 1.6                            | 0.6                     | 1.3                   | 0.5      |
| 12/13/2021 | 12/13/2021 | 4  | 5                 | 4.8                            | 5                       | 3.8                   | 4.8      |
| 12/13/2021 | 12/13/2021 | 4.5  | 3.6               | 4.3                            | 3.6                     | 3.6                   | 4.5      |
| 12/13/2021 | 12/13/2021 | 5  | 5                 |                                | 5                       | 5                     |          |
| 12/13/2021 | 12/13/2021 | 5  | 5                 | 5                              | 5                       | 5                     | 5        |
| 12/13/2021 | 12/13/2021 | 5  | 5                 | 4.9                            | 5                       | 5                     | 5        |
| 12/6/2021  | 12/13/2021 | 3.8  | 4.9               |                                |                         |                       |          |
| 12/13/2021 | 12/13/2021 |  | 3.8               | 5                              |                         |                       |          |
| 12/13/2021 | 12/13/2021 |  | 5                 | 3.8                            |                         |                       |          |
| 12/13/2021 | 12/13/2021 | 3.8  | 3.8               | 5                              |                         |                       |          |
| 12/13/2021 | 12/13/2021 |  |                   |                                |                         |                       |          |
| 12/13/2021 | 12/13/2021 |  |                   |                                |                         |                       |          |

| Start Date | End Date   | Please assess this student in each of the Core Objectives.                   |                   |                                |                         |                       |          |
|------------|------------|--|-------------------|--------------------------------|-------------------------|-----------------------|----------|
|            |            | If you were recording a grade in these areas, what do you think it would be? |                   |                                |                         |                       |          |
|            |            | Communication  | Critical Thinking | Empirical & Quantitative Skill | Personal Responsibility | Social Responsibility | Teamwork |
| 12/6/2021  | 12/6/2021  | 4.3  | 3.8               |                                |                         |                       |          |
| 12/6/2021  | 12/6/2021  | 4.5  | 4.6               |                                |                         |                       | 4.6      |
| 12/13/2021 | 12/13/2021 |  |                   |                                |                         |                       |          |
| 12/13/2021 | 12/13/2021 | 3.3  | 3.2               |                                | 2.9                     | 3.8                   | 4        |
| 12/6/2021  | 12/6/2021  | 5  | 5                 | 5                              | 5                       | 5                     | 5        |
| 12/6/2021  | 12/6/2021  |  |                   |                                |                         |                       |          |
| 12/13/2021 | 12/13/2021 | 5  | 5                 | 5                              | 5                       | 5                     | 5        |
| 12/13/2021 | 12/13/2021 | 5  | 5                 | 5                              | 5                       | 5                     | 5        |
| 12/13/2021 | 12/13/2021 | 3.8  | 3.8               |                                | 5                       | 2.6                   | 5        |
| 12/13/2021 | 12/13/2021 | 3.9  | 3.8               | 4                              | 3.8                     | 4                     |          |
| 12/13/2021 | 12/13/2021 | 5  | 5                 |                                | 5                       | 5                     | 5        |
| 12/13/2021 | 12/13/2021 | 4.5  | 4.4               | 4.5                            | 5                       | 5                     | 5        |
| 12/13/2021 | 12/13/2021 | 4.6  | 4.6               | 5                              | 4.8                     | 4.9                   | 4.9      |
| 12/13/2021 | 12/13/2021 |  |                   |                                |                         |                       |          |
| 12/13/2021 | 12/13/2021 | 5  | 5                 | 4.5                            | 5                       | 5                     | 5        |
| 12/13/2021 | 12/13/2021 | 5  | 5                 | 4.1                            | 5                       | 5                     | 5        |
| 12/13/2021 | 12/13/2021 | 3.8  | 5                 | 3.9                            | 4                       | 5                     | 4.1      |
| 12/13/2021 | 12/13/2021 | 3.8  | 3.8               |                                | 5                       | 5                     | 4.5      |
| 12/13/2021 | 12/13/2021 | 2.5  | 3.8               |                                | 4.5                     |                       |          |
| 12/13/2021 | 12/13/2021 | 4.5  | 3.5               |                                | 5                       |                       | 5        |
| 12/13/2021 | 12/13/2021 | 4  | 4                 | 4                              | 4                       | 4                     | 4        |
| 12/13/2021 | 12/13/2021 | 0  | 1                 | 2                              | 0                       | 0                     | 1        |
| 12/14/2021 | 12/14/2021 |  |                   |                                |                         |                       |          |
| 12/14/2021 | 12/14/2021 | 5  | 5                 | 5                              | 5                       | 5                     | 5        |
| 12/14/2021 | 12/14/2021 | 5  | 5                 | 5                              | 5                       | 5                     | 4.9      |
| 12/7/2021  | 12/7/2021  | 3.8  | 3.8               | 3.8                            | 3.8                     | 3.8                   |          |
| 12/7/2021  | 12/7/2021  | 4.7  | 5                 | 5                              | 5                       | 5                     | 5        |
| 12/14/2021 | 12/14/2021 | 3.9  | 5                 | 5                              | 5                       | 5                     | 5        |
| 12/14/2021 | 12/14/2021 |  | 5                 |                                | 5                       | 5                     | 5        |
| 12/14/2021 | 12/14/2021 | 5  | 5                 |                                | 5                       | 5                     | 5        |
| 12/14/2021 | 12/14/2021 | 5  | 5                 | 5                              | 5                       | 5                     | 5        |
| 12/14/2021 | 12/14/2021 | 2.5  | 3.8               | 1.2                            | 0                       |                       |          |
| 12/8/2021  | 12/14/2021 | 2.9  | 3.5               | 3.1                            | 4                       | 4                     | 3.7      |
| 12/14/2021 | 12/14/2021 | 5  | 5                 | 5                              |                         |                       |          |
| 12/14/2021 | 12/14/2021 | 5  | 4.6               | 4.7                            | 4.6                     | 4.7                   | 4.6      |
| 12/14/2021 | 12/14/2021 | 5  | 5                 | 4.8                            | 5                       | 4.7                   | 4.7      |
| 12/14/2021 | 12/14/2021 | 5  | 5                 | 5                              | 5                       | 5                     | 5        |
| 12/14/2021 | 12/14/2021 | 4.4  | 3.7               | 3.9                            | 4.2                     | 4.2                   | 4.6      |
| 12/14/2021 | 12/14/2021 | 3.8  | 4.4               | 3.7                            | 3.5                     | 4.2                   | 4.6      |
| 12/14/2021 | 12/14/2021 | 5  | 4.2               | 4.3                            | 5                       | 4.7                   | 4.5      |
| 12/14/2021 | 12/14/2021 | 4  | 4                 | 3.5                            |                         |                       |          |
| 12/14/2021 | 12/14/2021 | 3.8  | 3.8               |                                | 3.8                     |                       |          |
| 12/14/2021 | 12/14/2021 | 5  | 5                 | 5                              | 5                       | 5                     | 5        |
| 12/13/2021 | 12/14/2021 |  |                   |                                |                         |                       |          |
| 12/14/2021 | 12/14/2021 |  |                   |                                |                         |                       |          |
| 12/15/2021 | 12/15/2021 | 3.8  |                   |                                |                         |                       |          |
| 12/15/2021 | 12/15/2021 | 3.1  | 3.2               | 3.3                            | 4.7                     | 0.9                   | 0        |



| Start Date | End Date   | Please assess this student in each of the Core Objectives.                   |                   |                                |                         |                       |          |
|------------|------------|--|-------------------|--------------------------------|-------------------------|-----------------------|----------|
|            |            | If you were recording a grade in these areas, what do you think it would be? |                   |                                |                         |                       |          |
|            |            | Communication  | Critical Thinking | Empirical & Quantitative Skill | Personal Responsibility | Social Responsibility | Teamwork |
| 12/16/2021 | 12/16/2021 | 3.9  | 3.9               | 3.9                            | 4                       | 4                     | 4        |
| 12/16/2021 | 12/16/2021 | 5  | 4.5               | 4.5                            | 5                       | 5                     | 5        |
| 12/16/2021 | 12/16/2021 | 3.8  | 3.9               | 4                              | 4.2                     |                       | 3.9      |
| 12/16/2021 | 12/16/2021 | 4  | 4.8               | 4.1                            | 4.8                     |                       |          |
| 12/16/2021 | 12/16/2021 |  |                   |                                |                         |                       |          |
| 12/17/2021 | 12/17/2021 | 5  | 4.5               |                                | 5                       | 5                     |          |
| 12/18/2021 | 12/18/2021 | 0  | 0.5               | 0                              | 0.5                     | 1.5                   | 1.5      |
| 12/13/2021 | 12/13/2021 | 5  | 5                 | 3.8                            | 5                       | 5                     | 5        |
| 12/13/2021 | 12/13/2021 | 5  | 5                 | 4                              | 5                       | 4.5                   | 5        |
| 12/13/2021 | 12/13/2021 | 4.2  | 4                 | 4.1                            | 4.4                     | 4.2                   | 4.5      |
| 12/13/2021 | 12/13/2021 | 4.1  | 4                 | 4.2                            | 4.9                     | 4.5                   | 4.5      |
| 12/13/2021 | 12/13/2021 | 5  | 4.9               | 5                              | 5                       | 4.9                   | 5        |
| 12/13/2021 | 12/13/2021 | 3.8  | 4.1               | 3.9                            | 3.6                     | 4                     | 4.3      |
| 12/13/2021 | 12/13/2021 |  |                   |                                |                         |                       |          |
| 12/13/2021 | 12/13/2021 | 5  | 4                 | 4                              | 5                       | 5                     |          |
| 12/13/2021 | 12/13/2021 | 3.9  | 3.9               | 3.9                            | 3.9                     | 4                     |          |
| 12/13/2021 | 12/13/2021 | 3.9  | 4                 | 3.9                            | 3.9                     | 3.9                   |          |
| 12/13/2021 | 12/13/2021 |  |                   |                                |                         |                       |          |
| 12/13/2021 | 12/14/2021 |  |                   |                                |                         |                       |          |
| 12/14/2021 | 12/14/2021 |  |                   |                                |                         |                       |          |
| 12/13/2021 | 12/14/2021 |  |                   |                                |                         |                       |          |
| 5/3/2022   | 5/3/2022   | 3.8  | 3.8               | 3.9                            | 3.9                     | 5                     | 3.9      |
| 5/3/2022   | 5/3/2022   | 3.9  | 3.9               | 3.9                            | 5                       | 5                     | 5        |
| 5/3/2022   | 5/3/2022   | 2.1  | 3.2               | 2.7                            |                         |                       | 2.9      |
| 5/3/2022   | 5/3/2022   | 2.9  | 2.8               | 2.8                            |                         |                       | 3.2      |
| 5/3/2022   | 5/3/2022   | 3.8  | 3.8               | 2.9                            | 4.4                     | 4.6                   | 5        |
| 5/3/2022   | 5/3/2022   | 1.1  | 0.5               | 1.2                            | 0                       |                       | 1.3      |
| 5/3/2022   | 5/3/2022   | 5  | 5                 | 5                              | 5                       | 5                     | 5        |
| 5/3/2022   | 5/3/2022   | 5  | 5                 | 5                              | 4.8                     | 4.3                   | 5        |
| 5/3/2022   | 5/3/2022   | 5  | 5                 | 5                              | 5                       | 5                     | 5        |
| 5/3/2022   | 5/3/2022   | 4.2  | 3.7               | 3.6                            | 4.8                     | 5                     | 4.9      |
| 5/3/2022   | 5/3/2022   | 5  | 5                 | 5                              | 5                       | 5                     | 5        |
| 5/3/2022   | 5/3/2022   | 5  | 5                 | 5                              | 3.9                     | 5                     | 5        |
| 5/3/2022   | 5/3/2022   |  | 3.7               | 3.7                            |                         |                       | 3.9      |
| 5/3/2022   | 5/3/2022   |  | 3.8               | 3.8                            | 3.8                     |                       | 5        |
| 5/3/2022   | 5/3/2022   |  |                   | 3.9                            | 3.9                     |                       | 5        |
| 5/3/2022   | 5/3/2022   | 0  | 0                 | 1.1                            | 0                       | 1                     | 1        |
| 5/3/2022   | 5/3/2022   | 5  | 3.9               | 3.9                            | 5                       | 4                     | 5        |
| 5/3/2022   | 5/3/2022   | 5  | 4.8               |                                | 5                       | 5                     | 5        |
| 5/3/2022   | 5/3/2022   | 5  | 5                 |                                | 5                       | 5                     | 5        |
| 5/3/2022   | 5/3/2022   | 5  | 5                 | 5                              | 5                       | 5                     | 5        |
| 5/3/2022   | 5/3/2022   | 1.3  | 1.3               | 2.5                            | 2.6                     | 3.8                   | 3.8      |
| 5/3/2022   | 5/3/2022   | 3.8  | 3.2               | 5                              | 3.9                     | 5                     | 5        |
| 5/3/2022   | 5/3/2022   | 5  | 5                 |                                | 5                       | 5                     |          |
| 5/3/2022   | 5/3/2022   | 3.5  | 3.2               | 3.9                            | 3.6                     | 4.1                   | 3.9      |
| 5/3/2022   | 5/3/2022   | 3.3  | 4                 | 3.7                            | 4.2                     | 3.7                   | 4        |
| 5/3/2022   | 5/3/2022   | 3.9  | 4                 | 4                              | 4                       | 4.2                   | 4        |
| 5/3/2022   | 5/3/2022   | 4.4  | 4                 | 4.4                            | 4.3                     | 4.9                   | 3.9      |

| Start Date | End Date | Please assess this student in each of the Core Objectives.                   |                   |                                |                         |                       |          |
|------------|----------|--|-------------------|--------------------------------|-------------------------|-----------------------|----------|
|            |          | If you were recording a grade in these areas, what do you think it would be? |                   |                                |                         |                       |          |
|            |          | Communication  | Critical Thinking | Empirical & Quantitative Skill | Personal Responsibility | Social Responsibility | Teamwork |
| 5/3/2022   | 5/3/2022 | 3.7  | 4.3               | 4.8                            | 3.9                     | 5                     | 5        |
| 5/3/2022   | 5/3/2022 | 5  | 4                 |                                | 5                       |                       | 4.4      |
| 5/3/2022   | 5/3/2022 | 4.6  | 4.7               |                                | 4.9                     | 4.7                   |          |
| 5/3/2022   | 5/3/2022 |  |                   |                                |                         |                       |          |
| 5/3/2022   | 5/3/2022 | 5  | 5                 | 5                              | 5                       | 5                     | 5        |
| 5/3/2022   | 5/3/2022 | 5  | 4.5               | 4.5                            | 5                       | 5                     | 5        |
| 5/3/2022   | 5/3/2022 | 5  | 4.5               | 4.5                            | 5                       | 5                     | 5        |
| 5/3/2022   | 5/3/2022 | 5  | 5                 | 5                              | 5                       | 5                     | 5        |
| 5/4/2022   | 5/4/2022 | 1.3  |                   |                                | 1.3                     |                       |          |
| 5/4/2022   | 5/4/2022 | 3.8  | 5                 | 5                              | 5                       |                       | 3.9      |
| 5/4/2022   | 5/4/2022 | 3.9  | 3.9               | 3.9                            | 3.9                     |                       |          |
| 5/4/2022   | 5/4/2022 | 3.8  | 3.8               | 3.8                            | 3.9                     | 3.9                   | 4        |
| 5/4/2022   | 5/4/2022 | 3.8  | 3.8               | 3.9                            | 3.9                     | 4                     | 4        |
| 5/4/2022   | 5/4/2022 | 3.2  | 3.3               | 3.3                            | 3.4                     | 3.4                   | 3.5      |
| 5/4/2022   | 5/4/2022 |  |                   |                                |                         |                       |          |
| 5/4/2022   | 5/4/2022 | 5  | 4.7               | 5                              | 5                       | 4.7                   | 4.7      |
| 5/4/2022   | 5/4/2022 | 3.9  | 3.9               | 3.8                            | 5                       | 4.5                   | 5        |
| 5/4/2022   | 5/4/2022 | 4  | 5                 | 5                              | 5                       |                       |          |
| 5/4/2022   | 5/4/2022 | 4.2  | 5                 | 5                              | 4.1                     |                       |          |
| 5/4/2022   | 5/4/2022 | 3.3  |                   |                                | 3                       | 3                     | 4        |
| 5/4/2022   | 5/4/2022 | 3  |                   |                                |                         |                       |          |
| 5/4/2022   | 5/4/2022 | 3  |                   |                                |                         |                       |          |
| 5/4/2022   | 5/4/2022 | 4  | 4                 |                                |                         |                       | 4.1      |
| 5/4/2022   | 5/4/2022 | 5  | 5                 | 4.5                            | 5                       | 5                     | 5        |
| 5/4/2022   | 5/4/2022 | 3.9  | 4                 | 4.1                            | 5                       |                       | 4.4      |
| 5/4/2022   | 5/4/2022 | 4.1  | 4.9               | 4.9                            | 5                       | 5                     | 4.9      |
| 5/4/2022   | 5/4/2022 | 4.3  | 4.1               | 3.7                            | 5                       | 5                     | 4.8      |
| 5/4/2022   | 5/4/2022 | 2.8  | 2.8               | 2.6                            | 3                       | 2                     | 2        |
| 5/4/2022   | 5/4/2022 | 5  | 4.9               | 4.9                            | 5                       | 5                     | 5        |
| 5/4/2022   | 5/4/2022 | 3  | 3.1               | 3                              | 3.2                     | 3                     | 3.6      |
| 5/4/2022   | 5/4/2022 | 3.8  | 3                 | 2.5                            | 5                       | 5                     | 5        |
| 5/4/2022   | 5/4/2022 | 1.3  | 1.3               |                                |                         |                       |          |
| 5/4/2022   | 5/4/2022 | 3.8  | 3.8               |                                | 4.6                     | 5                     | 5        |
| 5/4/2022   | 5/4/2022 | 5  | 4.8               |                                | 4.4                     | 5                     | 5        |
| 5/4/2022   | 5/4/2022 | 5  | 5                 | 5                              | 5                       |                       | 5        |
| 5/4/2022   | 5/4/2022 | 5  | 5                 | 5                              | 5                       |                       | 5        |
| 5/4/2022   | 5/4/2022 | 4.4  | 4                 | 3.9                            | 4.6                     | 4.5                   | 4.6      |
| 5/4/2022   | 5/4/2022 | 4.3  | 4.3               | 4.3                            | 4.6                     | 4.6                   | 4.8      |
| 5/4/2022   | 5/4/2022 | 4.7  | 3.6               | 3.5                            | 3.7                     | 3.8                   | 4.8      |
| 5/4/2022   | 5/4/2022 |  | 3.6               |                                | 3                       |                       | 3.3      |
| 5/5/2022   | 5/5/2022 | 4.5  | 4.5               | 4.5                            |                         | 4.5                   |          |
| 5/5/2022   | 5/5/2022 | 4  | 5                 |                                | 5                       | 5                     | 5        |
| 5/5/2022   | 5/5/2022 | 3.9  | 4                 | 4.2                            | 4.2                     | 4.6                   | 4.8      |
| 5/5/2022   | 5/5/2022 | 3.2  | 3.6               | 3.5                            | 3.2                     | 3.4                   | 2.9      |
| 5/4/2022   | 5/5/2022 | 3.7  | 3.4               | 4.2                            | 3.4                     |                       | 3.8      |
| 5/5/2022   | 5/5/2022 | 5  | 5                 | 5                              | 5                       | 5                     | 5        |
| 5/5/2022   | 5/5/2022 | 5  | 5                 | 5                              | 5                       | 5                     | 5        |
| 5/6/2022   | 5/6/2022 |  |                   |                                | 4.3                     | 4.3                   | 4.5      |

| Start Date | End Date  | Please assess this student in each of the Core Objectives.                   |                   |                                |                         |                       |          |
|------------|-----------|--|-------------------|--------------------------------|-------------------------|-----------------------|----------|
|            |           | If you were recording a grade in these areas, what do you think it would be? |                   |                                |                         |                       |          |
|            |           | Communication  | Critical Thinking | Empirical & Quantitative Skill | Personal Responsibility | Social Responsibility | Teamwork |
| 5/6/2022   | 5/6/2022  | 4  | 3.9               | 2.6                            | 5                       | 4.2                   | 4.3      |
| 5/6/2022   | 5/6/2022  | 5  | 3.7               | 3.9                            | 3                       | 3.7                   | 4.2      |
| 5/6/2022   | 5/6/2022  | 5  | 5                 | 4.2                            | 5                       | 5                     | 5        |
| 5/5/2022   | 5/6/2022  | 5  | 5                 |                                | 5                       | 5                     | 5        |
| 5/5/2022   | 5/6/2022  | 4  | 5                 |                                | 4                       | 5                     | 5        |
| 5/5/2022   | 5/6/2022  | 5  | 5                 |                                | 5                       | 5                     | 5        |
| 5/5/2022   | 5/6/2022  | 3  | 3                 |                                | 3                       | 3                     | 2.5      |
| 5/6/2022   | 5/6/2022  | 5  | 5                 | 5                              | 5                       | 5                     |          |
| 5/6/2022   | 5/6/2022  | 4.1  | 4.8               |                                | 3.3                     | 3.9                   |          |
| 5/6/2022   | 5/6/2022  | 5  | 5                 | 5                              | 5                       | 5                     | 5        |
| 5/7/2022   | 5/7/2022  | 3  | 3.5               | 3                              | 4                       | 3.5                   | 3        |
| 5/7/2022   | 5/7/2022  | 4  | 3.2               | 3.1                            | 2.5                     | 3.5                   | 2.7      |
| 5/4/2022   | 5/7/2022  | 4.5  | 4.5               | 4.2                            | 4.6                     |                       |          |
| 5/7/2022   | 5/7/2022  | 5  | 4.5               | 4.6                            | 4.6                     | 5                     | 5        |
| 5/8/2022   | 5/8/2022  | 4.5  | 4.5               |                                | 3.4                     | 4.6                   |          |
| 5/9/2022   | 5/9/2022  | 4.9  | 3.8               |                                | 5                       | 5                     | 3.8      |
| 5/9/2022   | 5/9/2022  |  |                   | 3                              |                         |                       |          |
| 5/9/2022   | 5/9/2022  | 1.3  |                   |                                | 0                       | 0                     | 0        |
| 5/9/2022   | 5/9/2022  | 5  | 4                 |                                |                         |                       | 4        |
| 5/9/2022   | 5/9/2022  | 3.8  | 3.8               | 2.8                            |                         |                       | 3.8      |
| 5/9/2022   | 5/9/2022  | 3.8  | 3.8               |                                | 5                       | 4                     | 4        |
| 5/10/2022  | 5/10/2022 |  | 4                 | 4                              | 5                       |                       | 5        |
| 5/10/2022  | 5/10/2022 | 5  | 5                 | 5                              | 5                       | 5                     | 5        |
| 5/10/2022  | 5/10/2022 | 3.2  | 2.7               | 2.7                            | 3.4                     | 3.5                   | 3.5      |
| 5/10/2022  | 5/10/2022 | 3.8  | 3.8               |                                | 3.8                     | 3.9                   |          |
| 5/10/2022  | 5/10/2022 | 3.6  | 3.4               | 4                              | 2.9                     | 3.2                   | 3.4      |
| 5/10/2022  | 5/10/2022 | 2  | 3                 | 3                              | 2.5                     | 2                     | 2        |
| 5/3/2022   | 5/3/2022  | 5  | 5                 | 5                              | 5                       | 5                     | 5        |
| 5/3/2022   | 5/3/2022  | 5  | 5                 | 5                              | 5                       |                       | 5        |
| 5/3/2022   | 5/3/2022  | 4.1  | 3.8               |                                | 4.6                     | 4.5                   |          |
| 5/11/2022  | 5/11/2022 |  |                   |                                |                         |                       |          |
| 5/11/2022  | 5/11/2022 | 3.5  | 4.5               |                                | 5                       |                       |          |
| 5/11/2022  | 5/11/2022 | 3.5  |                   |                                | 3                       |                       |          |
| 5/11/2022  | 5/11/2022 | 3.5  | 3.5               |                                | 5                       |                       |          |
| 5/11/2022  | 5/11/2022 |  |                   |                                |                         |                       |          |
| 5/11/2022  | 5/11/2022 | 4.2  | 4.3               | 4.8                            |                         | 4.6                   |          |
| 5/3/2022   | 5/6/2022  |  | 1.2               | 1.3                            | 1.3                     |                       | 1.5      |
| 5/3/2022   | 5/6/2022  |  | 1.3               | 1.5                            |                         |                       | 1        |
| 5/13/2022  | 5/13/2022 | 3.6  | 3.7               | 3.8                            |                         |                       | 4        |
| 5/5/2022   | 5/6/2022  | 4.5  | 4.5               | 4.5                            |                         | 4.5                   |          |
| 5/7/2022   | 5/7/2022  | 2.5  | 2.5               | 3                              | 2.5                     | 2.5                   | 2.5      |
| 5/17/2022  | 5/17/2022 | 4.9  | 4.3               | 4.4                            | 4.9                     | 3.8                   | 3.9      |
| 5/18/2022  | 5/18/2022 | 3.9  | 3.9               | 3.9                            |                         |                       | 4        |
| 5/24/2022  | 5/24/2022 | 5  | 5                 | 4.5                            | 5                       | 5                     | 5        |
| 5/24/2022  | 5/24/2022 | 4  | 4.8               | 4.8                            |                         | 4.2                   | 4        |
| 5/24/2022  | 5/24/2022 | 5  | 5                 |                                | 5                       | 5                     |          |
| 5/24/2022  | 5/24/2022 |  |                   |                                |                         |                       |          |
| 5/24/2022  | 5/24/2022 | 4  | 4                 |                                | 3.9                     | 4                     |          |

| Start Date | End Date  | Please assess this student in each of the Core Objectives.                   |                   |                                |                         |                       |          |
|------------|-----------|--|-------------------|--------------------------------|-------------------------|-----------------------|----------|
|            |           | If you were recording a grade in these areas, what do you think it would be? |                   |                                |                         |                       |          |
|            |           | Communication  | Critical Thinking | Empirical & Quantitative Skill | Personal Responsibility | Social Responsibility | Teamwork |
| 5/24/2022  | 5/24/2022 | 5  | 5                 |                                | 5                       | 5                     |          |
| 5/24/2022  | 5/24/2022 | 5  | 5                 |                                | 5                       | 5                     |          |
| 5/24/2022  | 5/24/2022 | 4  | 4.4               | 4.2                            | 5                       | 4.6                   | 4        |
| 5/24/2022  | 5/24/2022 | 3  | 3                 |                                | 4                       | 3.5                   | 3.5      |
| 5/24/2022  | 5/24/2022 |  | 4                 |                                | 2.5                     | 2.5                   | 2        |
| 5/24/2022  | 5/24/2022 | 4.5  | 4                 |                                | 5                       | 5                     | 5        |
| 5/24/2022  | 5/24/2022 | 4  | 3                 |                                | 3                       | 4                     | 4.5      |
| 5/24/2022  | 5/24/2022 | 3.8  | 3.9               | 3.8                            | 5                       | 3.9                   |          |
| 5/24/2022  | 5/24/2022 | 5  | 5                 | 5                              | 5                       | 5                     |          |
| 5/24/2022  | 5/24/2022 | 4.5  | 4.5               | 5                              | 5                       | 5                     | 5        |
| 5/24/2022  | 5/24/2022 | 4.9  | 4.9               | 4.8                            | 4.8                     | 4.8                   | 4.9      |
| 5/25/2022  | 5/25/2022 | 4  | 4                 | 2.5                            | 3.2                     | 3.5                   | 4.4      |
| 5/25/2022  | 5/25/2022 |  |                   |                                |                         |                       |          |
| 5/25/2022  | 5/25/2022 |  |                   |                                |                         |                       |          |
| 5/25/2022  | 5/25/2022 | 3.8  | 3.7               | 2.1                            | 1.9                     | 2.4                   |          |
| 5/25/2022  | 5/25/2022 | 2.5  | 4                 | 4                              |                         | 4                     | 4        |
| 5/24/2022  | 5/25/2022 |  |                   |                                |                         |                       |          |
| 5/26/2022  | 5/26/2022 | 5  | 3.8               | 3.8                            | 3.8                     | 5                     | 5        |
| 5/27/2022  | 5/27/2022 | 5  | 4.5               | 5                              | 5                       | 5                     | 5        |
| 5/27/2022  | 5/27/2022 | 5  | 5                 | 5                              | 5                       | 5                     | 5        |
| 5/27/2022  | 5/27/2022 | 4.8  | 4.8               | 4.8                            | 4.8                     |                       |          |
| 5/27/2022  | 5/27/2022 | 3.6  | 3.6               |                                | 3.6                     | 3.7                   | 5        |
| 5/27/2022  | 5/27/2022 | 5  | 5                 | 5                              | 5                       | 5                     | 5        |
| 5/27/2022  | 5/27/2022 | 5  | 4.6               | 5                              | 4.6                     | 5                     | 5        |
| 5/27/2022  | 5/27/2022 | 4.4  | 4.1               | 4.4                            | 4.8                     | 4.5                   | 4.7      |
| 5/27/2022  | 5/27/2022 | 4.2  | 4                 | 4.1                            | 3.9                     | 4.3                   | 5        |
| 5/27/2022  | 5/27/2022 | 5  | 4.9               | 5                              | 4.5                     | 4.7                   | 5        |
| 5/27/2022  | 5/27/2022 | 3.6  | 5                 | 4.9                            | 4.6                     | 3.8                   | 3        |
| 5/27/2022  | 5/27/2022 | 5  | 4                 |                                | 0                       |                       |          |
| 5/27/2022  | 5/27/2022 | 5  | 5                 |                                | 5                       |                       | 5        |
| 5/27/2022  | 5/27/2022 | 5  | 5                 |                                | 5                       |                       | 5        |
| 5/27/2022  | 5/27/2022 | 3.8  | 4.2               |                                | 4.4                     | 4.3                   | 4.8      |
| 5/27/2022  | 5/27/2022 | 3.9  | 4.5               | 3.2                            | 4.5                     | 4.1                   | 5        |
| 5/27/2022  | 5/27/2022 | 5  | 4.8               | 4.8                            | 5                       | 5                     | 5        |
| 5/27/2022  | 5/27/2022 | 5  | 5                 |                                | 5                       | 5                     | 5        |
| 5/27/2022  | 5/27/2022 | 4  | 4                 | 4                              | 4                       | 4.5                   | 4.5      |
| 5/27/2022  | 5/27/2022 | 5  | 4.9               | 5                              | 4.5                     | 4.6                   | 4.9      |
| 5/27/2022  | 5/27/2022 | 4  | 4                 | 4                              | 4.5                     | 4.5                   | 4.5      |
| 5/27/2022  | 5/27/2022 | 4.3  | 4.2               | 4.6                            | 4.5                     | 4.6                   | 4.9      |
| 5/27/2022  | 5/27/2022 | 4.7  | 4.6               | 4.9                            | 4.5                     | 4.4                   | 4.8      |
| 5/27/2022  | 5/27/2022 | 5  | 4.9               | 4.8                            | 4.7                     | 4.7                   | 5        |
| 5/27/2022  | 5/27/2022 | 5  | 5                 | 5                              | 5                       | 5                     | 5        |
| 5/27/2022  | 5/27/2022 | 5  | 5                 | 5                              | 5                       | 5                     | 5        |
| 5/27/2022  | 5/27/2022 | 5  | 5                 | 5                              | 5                       | 5                     | 5        |
| 5/27/2022  | 5/27/2022 | 5  | 5                 | 5                              | 5                       | 5                     | 5        |
| 5/27/2022  | 5/27/2022 | 5  | 5                 | 5                              | 5                       | 5                     | 5        |
| 5/27/2022  | 5/27/2022 |  | 1.2               | 1.2                            | 3.9                     |                       |          |
| 5/27/2022  | 5/27/2022 |  | 1.1               | 1.1                            | 3.9                     |                       |          |

| Start Date | End Date  | Please assess this student in each of the Core Objectives.                   |                   |                                |                         |                       |          |
|------------|-----------|--|-------------------|--------------------------------|-------------------------|-----------------------|----------|
|            |           | If you were recording a grade in these areas, what do you think it would be? |                   |                                |                         |                       |          |
|            |           | Communication  | Critical Thinking | Empirical & Quantitative Skill | Personal Responsibility | Social Responsibility | Teamwork |
| 5/27/2022  | 5/27/2022 | 2.5  |                   |                                |                         |                       | 3        |
| 5/27/2022  | 5/27/2022 | 4.4  | 4.3               | 3.8                            | 5                       |                       | 5        |
| 5/27/2022  | 5/27/2022 | 5  | 5                 | 5                              | 5                       | 5                     | 5        |
| 5/27/2022  | 5/27/2022 |  | 1.5               | 1.6                            | 3.1                     | 3.2                   | 3        |
| 5/28/2022  | 5/28/2022 | 5  | 4.2               | 4.2                            | 4.3                     | 3.9                   | 4.3      |
| 5/28/2022  | 5/28/2022 | 5  | 5                 | 5                              | 5                       | 5                     | 5        |
| 5/28/2022  | 5/28/2022 | 3.7  | 3.5               | 3.8                            | 3.7                     | 3.8                   | 4        |
| 5/28/2022  | 5/28/2022 | 5  | 5                 | 5                              | 5                       | 5                     | 5        |
| 5/31/2022  | 5/31/2022 | 4.8  | 4.9               | 4.7                            | 3.3                     | 3.4                   | 3.5      |
| 5/31/2022  | 5/31/2022 | 4.9  | 4.9               | 4.9                            | 3.5                     | 3.5                   | 3.5      |
| 5/31/2022  | 5/31/2022 | 5  | 5                 | 5                              | 4.6                     | 4.6                   | 4.7      |
| 5/31/2022  | 5/31/2022 | 5  | 4.9               | 5                              | 3.8                     | 3.9                   | 3.8      |
| 5/24/2022  | 5/24/2022 | 3.8  | 5                 | 5                              | 5                       | 4.9                   | 3.5      |
| 5/24/2022  | 5/24/2022 | 4.5  | 3.5               |                                | 4                       | 4                     | 4.5      |
| 6/1/2022   | 6/1/2022  |  | 3.3               |                                | 3.3                     |                       |          |
| 6/1/2022   | 6/1/2022  | 5  | 3.9               |                                | 5                       | 5                     |          |
| 6/1/2022   | 6/1/2022  | 5  | 3.9               |                                | 3.9                     | 4                     |          |
| 6/1/2022   | 6/1/2022  |  | 2.5               |                                |                         |                       |          |
| 6/1/2022   | 6/1/2022  | 3.7  | 3.8               |                                | 3.6                     |                       |          |
| 6/1/2022   | 6/1/2022  |  | 3.8               | 3.8                            | 5                       | 3.8                   |          |
| 5/25/2022  | 5/25/2022 | 5  | 4                 | 4                              | 5                       | 4.5                   | 5        |
| 6/1/2022   | 6/1/2022  |  |                   |                                |                         |                       |          |
| 6/2/2022   | 6/2/2022  | 5  | 5                 | 5                              | 5                       | 5                     | 5        |
| 6/2/2022   | 6/2/2022  | 5  | 5                 | 5                              | 5                       | 5                     | 5        |
| 6/2/2022   | 6/2/2022  | 4.9  | 4.5               | 4.5                            | 5                       | 5                     | 5        |
| 5/26/2022  | 5/26/2022 | 5  | 5                 | 5                              | 3.8                     | 5                     | 5        |
| 6/2/2022   | 6/2/2022  | 4.5  | 4.5               | 4.5                            | 4.5                     | 4.5                   | 4.5      |
| 6/2/2022   | 6/2/2022  | 4.5  | 4.5               | 4.5                            | 4.5                     | 4.5                   | 4.5      |
| 6/2/2022   | 6/2/2022  | 4.5  | 4.5               | 4.5                            | 4.5                     | 4.5                   | 4.5      |
| 5/27/2022  | 5/27/2022 | 4.5  | 4.5               | 4.6                            | 4.3                     |                       |          |
| 5/27/2022  | 5/27/2022 | 5  | 5                 | 5                              | 5                       | 5                     | 5        |
| 5/27/2022  | 5/27/2022 |  | 1.9               | 2.5                            | 1.8                     | 2.5                   |          |
| 5/27/2022  | 5/27/2022 |  |                   |                                |                         |                       |          |
| 5/27/2022  | 5/27/2022 |  |                   |                                |                         |                       |          |
| 5/27/2022  | 5/27/2022 |  |                   |                                |                         |                       |          |
| 5/27/2022  | 5/27/2022 |  |                   |                                |                         |                       |          |
| 5/27/2022  | 5/27/2022 |  |                   |                                |                         |                       |          |
| 5/31/2022  | 5/31/2022 | 5  | 4.3               | 4.1                            | 5                       | 5                     | 5        |
| 5/27/2022  | 6/1/2022  | 1.8  | 1.9               | 2.1                            |                         |                       |          |

## Core Course Grades Spring 2022 Sample

|               | <b>COM</b>  | <b>CRT</b>  | <b>EQS</b>  | <b>PER</b>  | <b>SOC</b>  | <b>TMW</b>  |
|---------------|-------------|-------------|-------------|-------------|-------------|-------------|
| <b>A</b>      | 742         | 742         | 305         | 327         | 408         | 387         |
| <b>B</b>      | 615         | 615         | 281         | 305         | 318         | 274         |
| <b>C</b>      | 372         | 372         | 195         | 156         | 181         | 164         |
| <b>D</b>      | 128         | 128         | 79          | 45          | 58          | 48          |
| <b>F or W</b> | 152         | 152         | 90          | 54          | 58          | 65          |
| <b>TOTAL</b>  | 1857        | 1857        | 860         | 833         | 965         | 873         |
| <b>GPA</b>    | <b>3.06</b> | <b>3.06</b> | <b>2.94</b> | <b>3.10</b> | <b>3.12</b> | <b>3.15</b> |

| These statements indicate whether YOU think you have made progress. How much progress at SFA do you think you made? |  |   |   |   |  |  |
|---|--|---|---|---|--|--|
|   | Communication Skills - effective development, interpretation, and expression of ideas through written, oral and visual communication | Critical Thinking Skills - creative thinking, innovation, inquiry, analysis, evaluation, and synthesis of information | Empirical and Quantitative Skills - the manipulation and analysis of numerical data or observable facts in informed conclusions | Teamwork - the ability to consider different points of view and to work effectively with others to support a shared purpose or goal | Personal Responsibility - the ability to connect choices, actions, and consequences to ethical decision-making | Social Responsibility - intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities |
| Student 1   | 5  | 5   | 4   | 4   | 4  | 5  |
| Student 2   | 5  | 5   | 5   | 5   | 5  | 5  |
| Student 3   | 2  | 4   | 3   | 5   | 5  | 5  |
| Student 4   | 4  | 4   | 5   | 5   | 5  | 3  |
| Student 5   | 5  | 5   | 5   | 3   | 4  | 3  |
| Student 6   | 4  | 3   | 4   | 4   | 5  | 5  |
| Student 7   | 5  | 4   | 3   | 4   | 5  | 4  |
| Student 8   | 4  | 4   | 4   | 4   | 5  | 4  |
| Student 9   | 4  | 4   | 4   | 4   | 5  | 4  |
| Student 10  | 5  | 5   | 5   | 5   | 5  | 5  |
| Student 11  | 5  | 4   | 5   | 5   | 5  | 5  |
| Student 12  | 5  | 4   | 4   | 5   | 5  | 5  |
| Student 13  | 4  | 4   | 5   | 4   | 5  | 4  |
| Student 14  | 4  | 2   | 2   | 4   | 4  | 5  |
| Student 15  | 4  | 4   | 4   | 4   | 4  | 4  |
| Student 16  | 5  | 3   | 3   | 5   | 5  | 5  |
| Student 17  | 3  | 3   | 2   | 3   | 4  | 3  |
| Student 18  | 3  | 3   | 3   | 3   | 3  | 3  |
| Student 19  | 1  | 1   | 1   | 2   | 3  | 1  |
| Student 20  | 4  | 4   | 3   | 4   | 3  | 5  |
| Student 21  | 4  | 3   | 3   | 3   | 4  | 2  |
| Student 22  |  | 5   | 5   | 5   | 5  | 5  |
| Student 23  | 5  | 5   | 5   | 5   | 5  | 5  |
| Student 24  | 4  | 5   | 3   | 4   | 4  | 4  |
| Student 25  | 5  | 5   | 1   | 5   | 5  | 5  |
| Student 26  | 2  | 3   | 1   | 1   | 4  | 1  |
| Student 27  | 5  | 5   | 5   | 5   | 5  | 5  |
| Student 28  | 4  | 4   | 4   | 4   | 4  | 4  |
| Student 29  | 3  | 4   | 4   | 4   | 4  | 4  |
| Student 30  | 3  | 4   | 4   | 3   | 4  | 4  |
| Student 31  | 4  | 4   | 5   | 1   | 4  | 4  |
| Student 32  | 5  | 4   | 3   | 4   | 5  | 5  |
| Student 33  | 4  | 5   | 5   | 3   | 5  | 4  |
| Student 34  | 4  | 5   | 4   | 4   | 5  | 4  |
| Student 35  | 4  | 5   | 3   | 5   | 5  | 5  |
| Student 36  | 4  | 4   | 4   | 5   | 4  | 3  |
| Student 37  | 4  | 4   | 4   | 4   | 4  | 4  |
| Student 38  | 5  | 4   | 3   | 5   | 5  | 5  |
| Student 39  | 5  | 5   | 3   | 5   | 5  | 5  |
| Student 40  | 5  | 4   | 4   | 4   | 5  | 4  |
| Student 41  | 3  | 3   | 3   | 3   | 3  | 3  |
| Student 42  | 4  | 3   | 5   | 3   | 3  | 3  |
| Student 43  | 4  | 4   | 3   | 5   | 3  | 3  |
| Student 44  | 5  | 3   | 3   | 4   | 4  | 4  |
| Student 45  | 3  | 5   | 4   | 3   | 5  | 5  |
| Student 46  | 3  | 4   | 5   | 4   | 4  | 2  |
| Student 47  | 4  | 4   | 4   | 4   | 4  | 3  |
| Student 48  | 2  | 5   | 4   | 2   | 4  | 3  |
| Student 49  | 1  | 3   | 2   | 2   | 2  | 1  |
| Student 50  | 5  | 5   | 5   | 5   | 5  | 5  |
| Student 51  | 4  | 4   | 5   | 2   | 5  | 2  |
| Student 52  | 4  | 4   | 4   | 4   | 4  | 2  |
| Student 53  | 4  | 4   | 4   | 5   | 5  | 5  |
| Student 54  | 5  | 5   | 4   | 4   | 5  | 5  |
| Student 55  | 2  | 4   | 4   | 5   | 2  | 1  |
| Student 56  | 3  | 3   | 3   | 4   | 3  | 2  |
| Student 57  | 4  | 4   | 4   | 4   | 4  | 3  |
| Student 58  | 4  | 4   | 5   | 3   | 5  | 4  |
| Student 59  | 4  | 5   | 2   | 4   | 5  | 5  |
| Student 60  | 4  | 3   | 3   | 2   | 3  | 4  |
| Student 61  | 5  | 5   | 5   | 5   | 5  | 5  |
| Student 62  | 3  | 3   | 4   | 4   | 3  | 3  |
| Student 63  | 2  | 1   | 1   | 4   | 1  | 1  |
| Student 64  | 5  | 5   | 5   | 5   | 5  | 5  |
| Student 65  | 4  | 4   | 5   | 4   | 4  | 4  |
| Student 66  | 4  | 4   | 4   | 4   | 4  | 4  |
| Student 67  | 5  | 4   | 3   | 4   | 5  | 1  |
| Student 68  | 4  | 4   | 4   | 4   | 5  | 4  |
| Student 69  | 4  | 4   | 5   | 4   | 4  | 4  |
| Student 70  | 4  | 4   | 4   | 4   | 4  | 4  |
| Student 71  | 4  | 4   | 4   | 4   | 3  | 5  |

|             | Communication Skills - effective development, interpretation, and expression of Ideas through written, oral and visual communication | Critical Thinking Skills - creative thinking, innovation, inquiry, analysis, evaluation, and synthesis of information | Empirical and Quantitative Skills - the manipulation and analysis of numerical data or observable facts in informed conclusions | Teamwork - the ability to consider different points of view and to work effectively with others to support a shared purpose or goal | Personal Responsibility - the ability to connect choices, actions, and consequences to ethical decision-making | Social Responsibility - intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities |
|-------------|--|---|---|---|--|--|
| Student 72  | 5  | 5   | 5   | 4   | 4  | 4  |
| Student 73  | 4  | 4   | 4   | 3   | 4  | 4  |
| Student 74  | 5  | 4   | 3   | 5   | 5  | 5  |
| Student 75  | 3  | 5   | 1   | 1   | 5  | 3  |
| Student 76  | 4  | 4   | 4   | 5   | 4  | 4  |
| Student 77  | 4  | 5   | 3   | 3   | 5  | 4  |
| Student 78  | 5  | 4   | 4   | 4   | 4  | 4  |
| Student 79  | 5  | 5   | 4   | 4   | 5  | 5  |
| Student 80  | 3  | 3   | 3   | 4   | 4  | 4  |
| Student 81  | 5  | 5   | 5   | 4   | 4  | 4  |
| Student 82  | 3  | 5   | 1   | 2   | 4  | 5  |
| Student 83  | 4  | 4   | 5   | 3   | 5  | 5  |
| Student 84  | 5  | 4   | 2   | 4   | 4  | 4  |
| Student 85  | 5  | 5   | 5   | 5   | 5  | 5  |
| Student 86  | 4  | 5   | 5   | 5   | 4  | 5  |
| Student 87  | 5  | 5   | 4   | 5   | 5  | 5  |
| Student 88  | 5  | 5   | 5   | 4   | 5  | 5  |
| Student 89  | 4  | 4   | 3   | 4   | 5  | 5  |
| Student 90  | 3  | 3   | 3   | 3   | 3  | 3  |
| Student 91  | 5  | 4   | 3   | 4   | 4  | 4  |
| Student 92  | 4  | 4   | 3   | 5   | 5  | 3  |
| Student 93  | 4  | 3   | 5   | 4   | 3  | 3  |
| Student 94  | 1  | 1   | 1   | 1   | 1  | 1  |
| Student 95  | 4  | 4   | 4   | 5   | 5  | 4  |
| Student 96  | 4  | 4   | 3   | 4   | 4  | 4  |
| Student 97  | 4  | 4   | 4   | 5   | 5  | 5  |
| Student 98  | 4  | 4   | 3   | 3   | 3  | 3  |
| Student 99  | 4  | 4   | 5   | 4   | 5  | 5  |
| Student 100 | 4  | 5   | 3   | 2   | 5  | 2  |
| Student 101 | 4  | 3   | 4   | 2   | 3  | 2  |
| Student 102 | 5  | 4   | 4   | 4   | 4  | 4  |
| Student 103 | 4  | 4   | 4   | 3   | 3  | 3  |
| Student 104 | 4  | 4   | 4   | 4   | 4  | 4  |
| Student 105 | 3  | 4   | 2   | 4   | 5  | 2  |
| Student 106 | 5  | 4   | 2   | 5   | 4  | 4  |
| Student 107 | 4  | 2   | 3   | 5   | 5  | 5  |
| Student 108 | 5  | 5   | 5   | 5   | 5  | 5  |
| Student 109 | 4  | 4   | 4   | 4   | 4  | 3  |
| Student 110 | 4  | 4   | 5   | 3   | 5  | 4  |
| Student 111 | 4  | 4   | 3   | 3   | 4  | 4  |
| Student 112 | 3  | 4   | 4   | 3   | 3  | 2  |
| Student 113 | 4  | 3   | 2   | 1   | 2  | 3  |
| Student 114 | 4  | 4   | 3   | 3   | 4  | 3  |
| Student 115 | 5  | 5   | 5   | 5   | 5  | 5  |
| Student 116 | 3  | 4   | 1   | 1   | 1  | 1  |
| Student 117 | 4  | 3   | 2   | 4   | 5  | 4  |
| Student 118 | 4  | 4   | 3   | 4   | 4  | 4  |
| Student 119 | 5  | 4   | 5   | 5   | 5  | 5  |
| Student 120 | 5  | 4   | 4   | 4   | 4  | 4  |
| Student 121 | 1  | 5   | 2   | 1   | 5  | 5  |
| Student 122 | 4  | 4   | 3   | 4   | 4  | 2  |
| Student 123 | 4  | 4   | 3   | 4   | 5  | 3  |
| Student 124 | 3  | 2   | 1   | 3   | 3  | 2  |
| Student 125 | 4  | 5   | 5   | 4   | 5  | 5  |
| Student 126 | 5  | 5   | 5   | 3   | 4  | 3  |
| Student 127 | 5  | 4   | 2   | 5   | 5  | 5  |
| Student 128 | 5  | 5   | 5   | 5   | 5  | 5  |
| Student 129 | 4  | 4   | 4   | 4   | 4  | 4  |
| Student 130 | 5  | 5   | 5   | 4   | 5  | 5  |
| Student 131 | 2  | 2   | 3   | 1   | 1  | 1  |
| Student 132 | 5  | 5   | 3   | 5   | 5  | 5  |
| Student 133 | 5  | 4   | 3   | 5   | 5  | 4  |
| Student 134 | 4  | 5   | 3   | 5   | 5  | 5  |
| Student 135 | 5  | 4   | 4   | 5   | 5  | 3  |
| Student 136 | 5  | 4   | 3   | 3   | 4  | 5  |
| Student 137 | 4  | 4   | 3   | 5   | 5  | 4  |
| Student 138 | 4  | 3   | 5   | 3   | 2  | 1  |
| Student 139 | 3  | 2   | 4   | 1   | 1  | 3  |
| Student 140 | 4  | 4   | 4   | 4   | 4  | 4  |
| Student 141 | 4  | 4   | 4   | 1   | 3  | 2  |
| Student 142 | 5  | 5   | 5   | 5   | 5  | 5  |
| Student 143 | 5  | 4   | 3   | 5   | 5  | 5  |



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|-------------|--|---|---|---|--|--|
| Student 144 | 4  | 4   | 3   | 4   | 4  | 4  |
| Student 145 | 4  | 4   | 3   | 3   | 3  | 2  |
| Student 146 | 2  | 3   | 3   | 2   | 2  | 2  |
| Student 147 | 5  | 4   | 4   | 4   | 5  | 5  |
| Student 148 | 4  | 4   | 4   | 4   | 4  | 4  |
| Student 149 | 5  | 4   | 4   | 4   | 5  | 5  |
| Student 150 | 5  | 5   | 4   | 5   | 5  | 5  |
| Student 151 | 2  | 5   | 3   | 2   | 5  | 3  |
| Student 152 | 5  | 4   | 4   | 5   | 5  | 5  |
| Student 153 | 5  | 4   | 3   | 2   | 4  | 4  |
| Student 154 | 4  | 4   | 4   | 4   | 4  | 4  |
| Student 155 | 4  | 4   | 2   | 5   | 5  | 5  |
| Student 156 | 4  | 4   | 3   | 4   | 4  | 4  |
| Student 157 | 4  | 4   | 3   | 4   | 4  | 4  |
| Student 158 | 4  | 5   | 4   | 5   | 5  | 4  |
| Student 159 | 4  | 5   | 4   | 3   | 4  | 4  |
| Student 160 | 4  | 4   | 4   | 4   | 4  | 4  |
| Student 161 | 4  | 4   | 4   | 3   | 4  | 4  |
| Student 162 | 4  | 5   | 5   | 4   | 4  | 4  |
| Student 163 | 5  | 4   | 3   | 5   | 5  | 4  |
| Student 164 | 3  | 3   | 2   | 3   | 2  | 2  |
| Student 165 | 4  | 5   | 5   | 2   | 1  | 1  |
| Student 166 | 5  | 5   | 5   | 5   | 5  | 5  |
| Student 167 | 5  | 5   | 4   | 5   | 5  | 5  |
| Student 168 | 4  | 4   | 3   | 4   | 5  | 4  |
| Student 169 | 4  | 4   | 4   | 4   | 3  | 2  |
| Student 170 | 4  | 5   | 3   | 4   | 4  | 4  |
| Student 171 | 5  | 4   | 5   | 4   | 5  | 5  |
| Student 172 | 4  | 5   | 1   | 4   | 5  | 4  |
| Student 173 | 5  | 4   | 3   | 5   | 5  | 5  |
| Student 174 | 4  | 4   | 3   | 4   | 4  | 4  |
| Student 175 | 5  | 5   | 4   | 5   | 5  | 4  |
| Student 176 | 4  | 5   | 2   | 3   | 3  | 5  |
| Student 177 | 5  | 5   | 1   | 4   | 5  | 5  |
| Student 178 | 5  | 5   | 5   | 5   | 5  | 5  |
| Student 179 | 3  | 3   | 3   | 3   | 3  | 3  |
| Student 180 | 5  | 4   | 4   | 5   | 4  | 5  |
| Student 181 | 3  | 5   | 5   | 2   | 4  | 4  |
| Student 182 | 4  | 4   | 5   | 2   | 4  | 4  |
| Student 183 | 4  | 4   | 4   | 4   | 4  | 4  |
| Student 184 | 3  | 3   | 2   | 3   | 4  | 3  |
| Student 185 | 5  | 4   | 2   | 3   | 5  | 5  |
| Student 186 | 5  | 5   | 5   | 5   | 5  | 5  |
| Student 187 | 5  | 5   | 5   | 5   | 5  | 5  |
| Student 188 | 3  | 1   | 2   | 2   | 4  | 3  |
| Student 189 | 4  | 4   | 4   | 4   | 5  | 4  |
| Student 190 | 5  | 5   | 5   | 5   | 5  | 5  |
| Student 191 | 5  | 5   | 5   | 5   | 5  | 5  |
| Student 192 | 5  | 4   | 5   | 5   | 5  | 5  |
| Student 193 | 5  | 5   | 5   | 5   | 5  | 5  |
| Student 194 | 5  | 5   | 5   | 5   | 5  | 5  |
| Student 195 | 3  | 3   | 3   | 4   | 4  | 3  |
| Student 196 | 4  | 4   | 4   | 5   | 4  | 5  |
| Student 197 | 4  | 4   | 4   | 4   | 4  | 4  |
| Student 198 | 5  | 5   | 5   | 5   | 5  | 5  |
| Student 199 | 5  | 5   | 5   | 5   | 5  | 5  |
| Student 200 | 5  | 5   | 5   | 5   | 5  | 5  |
| Student 201 | 5  | 4   | 4   | 4   | 4  | 4  |
| Student 202 | 5  | 5   | 5   | 5   | 5  | 5  |
| Student 203 | 5  | 4   | 3   | 4   | 4  | 4  |
| Student 204 | 5  | 4   | 4   | 5   | 4  | 4  |
| Student 205 | 5  | 5   | 5   | 4   | 4  | 5  |
| Student 206 | 5  | 5   | 4   | 5   | 5  | 5  |
| Student 207 | 5  | 5   | 5   | 5   | 5  | 5  |
| Student 208 | 4  | 4   | 5   | 5   | 4  | 5  |
| Student 209 | 4  | 4   | 4   | 5   | 4  | 4  |
| Student 210 | 3  | 3   | 3   | 3   | 4  | 4  |
| Student 211 | 4  | 4   | 2   | 5   | 4  | 5  |
| Student 212 | 3  | 3   | 3   | 3   | 3  | 3  |
| Student 213 | 5  | 5   | 5   | 5   | 5  | 5  |
| Student 214 | 4  | 4   | 4   | 5   | 5  | 4  |
| Student 215 | 5  | 5   | 5   | 5   | 5  | 5  |

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|-------------|--|---|---|---|--|--|
| Student 216 | 4  | 4   | 4   | 4   | 4  | 4  |
| Student 217 | 5  | 4   | 3   | 1   | 3  | 1  |
| Student 218 | 4  | 5   | 3   | 4   | 4  | 4  |
| Student 219 | 5  | 4   | 4   | 3   | 4  | 4  |
| Student 220 | 5  | 5   | 5   | 5   | 5  | 5  |
| Student 221 | 5  | 5   | 5   | 4   | 4  | 4  |
| Student 222 | 4  | 4   | 4   | 3   | 4  | 4  |
| Student 223 | 5  | 4   | 4   | 5   | 5  | 5  |
| Student 224 | 5  | 4   | 3   | 4   | 4  | 1  |
| Student 225 | 5  | 5   | 5   | 5   | 5  | 5  |
| Student 226 | 4  | 5   | 5   | 5   | 5  | 5  |
| Student 227 | 5  | 5   | 5   | 5   | 5  | 5  |
| Student 228 | 4  | 4   | 4   | 4   | 4  | 4  |
| Student 229 | 5  | 4   | 3   | 5   | 5  | 4  |
| Student 230 | 4  | 3   | 4   | 4   | 4  | 4  |
| Student 231 | 5  | 5   | 5   | 5   | 5  | 5  |
| Student 232 | 4  | 3   | 4   | 4   | 3  | 3  |
| Student 233 | 2  | 2   | 2   | 1   | 2  | 1  |
| Student 234 | 3  | 4   | 5   | 5   | 5  | 5  |
| Student 235 | 4  | 5   | 3   | 5   | 5  | 5  |
| Student 236 | 4  | 4   | 2   | 4   | 4  | 4  |
| Student 237 | 4  | 4   | 4   | 4   | 4  | 3  |
| Student 238 | 4  | 4   | 4   | 5   | 5  | 3  |
| Student 239 | 5  | 4   | 4   | 4   | 5  | 4  |
| Student 240 | 5  | 5   | 5   | 5   | 5  | 5  |
| Student 241 | 4  | 3   | 3   | 4   | 4  | 3  |
| Student 242 | 4  | 4   | 5   | 4   | 4  | 4  |
| Student 243 | 4  | 4   | 4   | 4   | 4  | 4  |
| Student 244 | 5  | 5   | 4   | 4   | 5  | 5  |
| Student 245 | 4  | 4   | 3   | 4   | 4  | 1  |
| Student 246 | 5  | 5   | 5   | 5   | 5  | 5  |
| Student 247 | 5  | 4   | 3   | 5   | 5  | 5  |
| Student 248 | 5  | 5   | 5   | 5   | 5  | 5  |
| Student 249 | 4  | 4   | 4   | 4   | 4  | 4  |
| Student 250 | 4  | 4   | 4   | 4   | 4  | 4  |
| Student 251 | 4  | 5   | 4   | 4   | 5  | 5  |
| Student 252 | 5  | 4   | 4   | 5   | 5  | 4  |
| Student 253 | 3  | 4   | 3   | 3   | 3  | 3  |
| Student 254 | 5  | 5   | 5   | 5   | 5  | 5  |
| Student 255 | 5  | 5   | 4   | 5   | 5  | 5  |
| Student 256 | 3  | 5   | 3   | 3   | 5  | 4  |
| Student 257 | 4  | 4   | 4   | 4   | 4  | 4  |
| Student 258 | 4  | 4   | 4   | 5   | 4  | 5  |
| Student 259 | 5  | 5   | 5   | 5   | 5  | 5  |
| Student 260 | 4  | 5   | 4   | 5   | 5  | 5  |
| Student 261 | 4  | 4   | 4   | 4   | 4  | 4  |
| Student 262 | 5  | 5   | 5   | 5   | 5  | 5  |
| Student 263 | 5  | 5   | 5   | 5   | 5  | 5  |
| Student 264 | 5  | 5   | 3   | 5   | 5  | 5  |
| Student 265 | 4  | 3   | 3   | 5   | 5  | 3  |
| Student 266 | 3  | 5   | 4   | 5   | 5  | 4  |
| Student 267 | 4  | 5   | 3   | 5   | 4  | 4  |
| Student 268 | 4  | 4   | 4   | 4   | 4  | 4  |
| Student 269 | 4  | 4   | 4   | 4   | 4  | 4  |
| Student 270 | 5  | 4   | 3   | 4   | 4  | 3  |
| Student 271 | 4  | 4   | 1   | 3   | 4  | 4  |
| Student 272 | 5  | 4   | 4   | 4   | 5  | 5  |
| Student 273 | 3  | 4   | 3   | 4   | 3  | 2  |
| Student 274 |  | 1   |   |   |  | 1  |
| Student 275 | 5  | 5   | 5   | 5   | 4  | 4  |
| Student 276 | 5  | 4   | 5   | 5   | 4  | 4  |
| Student 277 | 2  | 3   | 1   | 4   | 4  | 4  |
| Student 278 | 4  | 4   | 4   | 4   | 4  | 4  |
| Student 279 | 5  | 5   | 5   | 5   |  | 5  |
| Student 280 | 5  | 5   | 3   | 5   | 5  | 4  |
| Student 281 | 4  | 3   | 3   | 3   | 3  | 2  |
| Student 282 | 3  | 4   | 4   | 4   | 4  | 4  |
| Student 283 | 4  | 4   | 5   | 3   | 3  | 2  |
| Student 284 | 5  | 4   | 3   | 3   | 4  | 5  |
| Student 285 | 4  | 3   | 2   | 2   | 4  | 3  |
| Student 286 | 5  | 5   | 5   | 5   | 5  | 5  |
| Student 287 | 4  | 4   | 4   | 5   | 4  | 4  |

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|-------------|---|---|--|--|--|---|
| Student 288 | 4   | 5   | 3  | 4  | 4  | 4   |
| Student 289 | 3   | 4   | 3  | 5  | 4  | 2   |
| Student 290 | 5   | 4   | 3  | 5  | 3  | 4   |
| Student 291 | 4   | 4   | 4  | 3  | 5  | 5   |
| Student 292 | 5   | 4   | 5  | 5  | 5  | 5   |
| Student 293 | 4   | 4   | 3  | 4  | 4  | 4   |
| Student 294 | 5   | 5   | 5  | 5  | 5  | 5   |
| Student 295 | 4   | 4   | 4  | 3  | 4  | 3   |
| Student 296 | 5   | 4   | 4  | 5  | 5  | 5   |
| Student 297 | 5   | 5   | 5  | 5  | 5  | 5   |
| Student 298 | 4   | 4   | 4  | 4  | 4  | 4   |
| Student 299 | 5   | 3   | 3  | 2  | 4  | 5   |
| Student 300 | 4   | 5   | 4  | 2  | 5  | 1   |
| Student 301 | 5   | 4   | 4  | 5  | 5  | 5   |
| Student 302 | 4   | 4   | 2  | 1  | 1  | 1   |
| Student 303 | 4   | 4   | 3  | 3  | 5  | 4   |
| Student 304 | 4   | 5   | 4  | 3  | 5  | 4   |
| Student 305 | 3   | 3   | 3  | 3  | 3  | 3   |
| Student 306 | 3   | 2   | 4  | 2  | 1  | 1   |
| Student 307 | 4   | 4   | 4  | 1  | 5  | 2   |
| Student 308 | 3   | 4   | 2  | 3  | 3  | 3   |
| Student 309 | 5   | 4   | 4  | 5  | 5  | 4   |
| Student 310 | 5   | 5   | 5  | 5  | 3  | 5   |
| Student 311 | 4   | 4   | 4  | 4  | 3  | 3   |
| Student 312 | 5   | 5   | 3  | 4  | 5  | 4   |
| Student 313 | 4   | 4   | 4  | 3  | 4  | 4   |
| Student 314 | 3   | 4   | 3  | 4  | 4  | 4   |
| Student 315 | 5   | 4   | 4  | 4  | 5  | 5   |
| Student 316 | 2   | 2   | 2  | 2  | 2  | 1   |
| Student 317 | 4   | 4   | 5  | 3  | 4  | 2   |
| Student 318 | 4   | 3   | 3  | 3  | 4  | 4   |
| Student 319 | 4   | 5   | 2  | 4  | 5  | 4   |
| Student 320 | 4   | 4   | 4  | 4  | 5  | 2   |
| Student 321 | 5   | 4   | 4  | 5  | 5  | 5   |
| Student 322 | 4   | 3   | 3  | 5  | 5  | 5   |
| Student 323 | 4   | 4   | 4  | 3  | 4  | 3   |
| Student 324 | 5   | 5   | 5  | 5  | 5  | 5   |
| Student 325 | 3   | 4   | 5  | 3  | 5  | 1   |
| Student 326 | 4   | 4   | 4  | 4  | 4  | 4   |
| Student 327 | 5   | 5   | 2  | 4  | 4  | 4   |
| Student 328 | 5   | 4   | 3  | 5  | 5  | 4   |
| Student 329 | 5   | 5   | 5  | 5  | 5  | 5   |
| Student 330 | 4   | 4   | 4  | 4  | 4  | 4   |
| Student 331 | 1   | 1   | 1  | 1  | 1  | 1   |
| Student 332 | 3   | 5   | 2  | 1  | 5  | 1   |
| Student 333 | 5   | 4   | 4  | 4  | 5  | 4   |
| Student 334 | 4   | 4   | 3  | 3  | 3  | 3   |
| Student 335 | 5   | 4   | 3  | 4  | 4  | 4   |
| Student 336 | 4   | 4   | 4  | 3  | 4  | 2   |
| Student 337 | 5   | 5   | 5  | 4  | 4  | 4   |
| Student 338 | 4   | 4   | 4  | 5  | 5  | 4   |
| Student 339 | 5   | 5   | 5  | 5  | 5  | 5   |
| Student 340 | 4   | 4   | 4  | 3  | 5  | 2   |
| Student 341 | 3   | 4   | 3  | 1  | 5  | 4   |
| Student 342 | 5   | 5   | 4  | 3  | 5  | 5   |
| Student 343 | 4   | 5   | 4  | 5  | 5  | 5   |
| Student 344 | 4   | 3   | 3  | 4  | 4  | 4   |
| Student 345 | 5   | 5   | 4  | 5  | 5  | 5   |
| Student 346 | 3   | 3   | 3  | 3  | 3  | 3   |
| Student 347 | 3   | 3   | 3  | 3  | 3  | 3   |
| Student 348 | 5   | 5   | 5  | 5  | 5  | 5   |
| Student 349 | 5   | 5   | 5  | 5  | 5  | 4   |
| Student 350 | 3   | 5   | 3  | 4  | 3  | 4   |
| Student 351 | 5   | 4   | 3  | 3  | 4  | 4   |
| Student 352 | 3   | 3   | 2  | 4  | 4  | 3   |
| Student 353 | 4   | 3   | 3  | 4  | 4  | 5   |
| Student 354 | 2   | 2   | 4  | 2  | 2  | 1   |
| Student 355 | 3   | 4   | 3  | 4  | 3  | 2   |
| Student 356 | 4   | 4   | 4  | 4  | 4  | 4   |
| Student 357 | 2   | 2   | 2  | 2  | 3  | 1   |
| Student 358 | 5   | 5   | 5  | 5  | 5  | 5   |
| Student 359 | 5   | 5   | 5  | 5  | 5  | 5   |

|             | Communication Skills - effective development, interpretation, and expression of Ideas through written, oral and visual communication | Critical Thinking Skills - creative thinking, innovation, inquiry, analysis, evaluation, and synthesis of information | Empirical and Quantitative Skills - the manipulation and analysis of numerical data or observable facts in informed conclusions | Teamwork - the ability to consider different points of view and to work effectively with others to support a shared purpose or goal | Personal Responsibility - the ability to connect choices, actions, and consequences to ethical decision-making | Social Responsibility - intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities |
|-------------|--|---|---|---|--|--|
| Student 360 | 3  | 3   | 3   | 3   | 4  | 4  |
| Student 361 | 4  | 5   | 3   | 5   | 5  | 5  |
| Student 362 | 5  | 4   | 4   | 5   | 5  | 4  |
| Student 363 | 4  | 4   | 4   | 4   | 4  | 4  |
| Student 364 | 5  | 4   | 5   | 4   | 5  | 4  |
| Student 365 | 5  | 4   | 4   | 5   | 5  | 5  |
| Student 366 | 4  | 4   | 4   | 4   | 5  | 5  |
| Student 367 | 5  | 4   | 4   | 4   | 5  | 5  |
| Student 368 | 5  | 3   | 2   | 4   | 4  | 5  |
| Student 369 | 4  | 5   | 3   | 5   | 5  | 5  |
| Student 370 | 5  | 5   | 4   | 5   | 5  | 5  |
| Student 371 | 5  | 5   | 5   | 5   | 5  | 4  |
| Student 372 | 5  | 5   | 5   | 5   | 5  | 5  |
| Student 373 | 5  | 5   | 5   | 5   | 5  | 5  |
| Student 374 | 4  | 4   | 3   | 4   | 5  | 5  |
| Student 375 | 5  | 5   | 3   | 5   | 5  | 5  |
| Student 376 | 4  | 4   | 4   | 4   | 4  | 4  |
| Student 377 | 3  | 3   | 4   | 2   | 3  | 2  |
| Student 378 |  | 4   |   |   | 4  | 4  |
| Student 379 | 5  | 5   | 5   | 5   | 5  | 5  |
| Student 380 | 5  | 4   | 3   | 5   | 5  | 5  |
| Student 381 | 5  | 5   | 5   | 5   | 5  | 5  |
| Student 382 | 2  | 2   | 2   | 3   | 3  | 2  |
| Student 383 | 4  | 5   | 4   | 4   | 4  | 4  |
| Student 384 | 3  | 4   | 1   | 4   | 4  | 4  |
| Student 385 | 3  | 3   | 4   | 4   | 4  | 3  |
| Student 386 | 5  | 4   | 5   | 5   | 4  | 5  |
| Student 387 | 3  | 3   | 4   | 2   | 3  | 2  |
| Student 388 | 4  | 3   | 5   | 2   | 4  | 2  |
| Student 389 | 5  | 5   | 4   | 5   | 5  | 5  |
| Student 390 | 5  | 4   | 4   | 5   | 4  | 3  |
| Student 391 | 3  | 3   | 2   | 3   | 3  | 3  |
| Student 392 | 4  | 3   | 4   | 4   | 5  | 4  |
| Student 393 | 4  | 3   | 3   | 4   | 3  | 3  |
| Student 394 | 4  | 4   | 4   | 4   | 4  | 4  |
| Student 395 | 5  | 5   | 5   | 5   | 5  | 5  |
| Student 396 | 5  | 5   | 5   | 5   | 5  | 5  |
| Student 397 | 4  | 5   | 4   | 5   | 5  | 4  |
| Student 398 | 5  | 5   | 5   | 5   | 5  | 5  |
| Student 399 | 5  | 5   | 4   | 4   | 4  | 4  |
| Student 400 | 4  | 4   | 3   | 5   | 4  | 5  |
| Student 401 | 5  | 5   | 5   | 5   | 5  | 5  |
| Student 402 | 4  | 4   | 4   | 4   | 4  | 3  |
| Student 403 | 5  | 5   | 4   | 4   | 4  | 4  |
| Student 404 | 5  | 5   | 5   | 5   | 5  | 5  |
| Student 405 | 4  | 3   | 4   | 3   | 3  | 3  |
| Student 406 | 5  | 5   | 4   | 5   | 5  | 4  |
| Student 407 | 4  | 3   | 4   | 5   | 5  | 5  |
| Student 408 | 3  | 3   | 3   | 3   | 3  | 5  |
| Student 409 | 1  | 4   | 3   | 1   | 3  | 4  |
| Student 410 | 3  | 4   | 3   | 3   | 4  | 4  |
| Student 411 | 4  | 5   | 4   | 4   | 4  | 4  |
| Student 412 | 4  | 4   | 3   | 4   | 4  | 3  |
| Student 413 | 5  | 5   | 5   | 5   | 5  | 5  |
| Student 414 | 5  | 5   | 5   | 5   | 5  | 5  |
| Student 415 | 3  | 3   | 3   | 3   | 3  | 3  |
| Student 416 | 4  | 4   | 3   | 4   | 4  | 4  |
| Student 417 | 4  | 4   | 4   | 5   | 4  | 3  |
| Student 418 | 4  | 4   | 4   | 5   | 5  | 4  |
| Student 419 | 3  | 3   | 4   | 1   | 2  | 3  |
| Student 420 | 4  | 4   | 4   | 3   | 4  | 4  |
| Student 421 | 5  | 5   | 5   | 4   | 5  | 3  |
| Student 422 | 5  | 5   | 4   | 4   | 5  | 5  |
| Student 423 | 2  | 2   | 3   | 4   | 3  | 4  |
| Student 424 | 4  | 4   | 4   | 5   | 5  | 5  |
| Student 425 | 5  | 5   | 5   | 5   | 5  | 5  |
| Student 426 | 4  | 4   | 5   | 2   | 3  | 3  |
| Student 427 | 5  | 5   | 5   | 5   | 5  | 5  |
| Student 428 | 4  | 3   | 3   | 4   | 5  | 5  |
| Student 429 | 4  | 3   |   | 3   | 4  | 4  |
| Student 430 | 2  | 5   | 5   | 4   | 5  | 5  |
| Student 431 | 5  | 5   | 5   | 5   | 5  | 5  |

|             | Communication Skills - effective development, interpretation, and expression of Ideas through written, oral and visual communication | Critical Thinking Skills - creative thinking, innovation, inquiry, analysis, evaluation, and synthesis of information | Empirical and Quantitative Skills - the manipulation and analysis of numerical data or observable facts in informed conclusions | Teamwork - the ability to consider different points of view and to work effectively with others to support a shared purpose or goal | Personal Responsibility - the ability to connect choices, actions, and consequences to ethical decision-making | Social Responsibility - intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities |
|-------------|--|---|---|---|--|--|
| Student 432 | 4  | 2   | 4   | 5   | 5  | 5  |
| Student 433 | 5  | 5   | 5   | 5   | 5  | 5  |
| Student 434 | 5  | 5   | 4   | 5   | 5  | 5  |
| Student 435 | 5  | 3   | 3   | 1   | 3  | 1  |
| Student 436 | 5  | 5   | 5   | 5   | 5  | 5  |
| Student 437 | 4  | 4   | 4   | 4   | 5  | 5  |
| Student 438 | 5  | 4   | 3   | 2   | 5  | 4  |
| Student 439 | 4  | 4   | 4   | 3   | 4  | 3  |
| Student 440 | 4  | 4   | 4   | 4   | 4  | 4  |
| Student 441 | 4  | 4   | 4   | 4   | 4  | 4  |
| Student 442 | 5  | 4   | 3   | 4   | 5  | 5  |
| Student 443 | 5  | 3   | 3   | 4   | 5  | 5  |
| Student 444 | 5  | 5   | 3   | 3   | 3  | 2  |
| Student 445 | 2  | 3   | 3   | 1   | 1  | 2  |
| Student 446 | 5  | 5   | 5   | 5   | 5  | 5  |
| Student 447 | 4  | 4   | 4   | 5   | 4  | 4  |
| Student 448 | 5  | 4   | 4   | 5   | 4  | 5  |
| Student 449 | 4  | 4   | 4   | 5   | 5  | 5  |
| Student 450 | 3  | 4   | 3   | 4   | 4  | 5  |
| Student 451 | 5  | 5   | 4   | 4   | 4  | 5  |
| Student 452 | 4  | 5   | 3   | 5   | 4  | 5  |
| Student 453 | 4  | 5   | 5   | 5   | 5  | 5  |
| Student 454 | 4  | 4   | 4   | 4   | 4  | 4  |
| Student 455 | 4  | 4   | 3   | 5   | 4  | 5  |
| Student 456 | 4  | 5   | 5   | 5   | 4  | 4  |
| Student 457 | 5  | 5   | 5   | 5   | 5  | 5  |
| Student 458 | 4  | 4   | 4   | 4   | 4  | 4  |
| Student 459 | 5  | 4   | 3   | 5   | 5  | 5  |
| Student 460 | 4  | 4   | 4   | 5   | 5  | 5  |
| Student 461 | 4  | 4   | 3   | 4   | 4  | 4  |
| Student 462 | 4  | 4   | 4   | 4   | 4  | 4  |
| Student 463 | 4  | 4   | 4   | 4   | 4  | 4  |
| Student 464 |  | 5   | 5   | 5   | 5  | 5  |
| Student 465 | 5  | 5   | 4   | 2   | 5  | 5  |
| Student 466 | 2  | 4   | 4   | 3   | 5  | 1  |
| Student 467 | 5  | 4   | 5   | 5   | 5  | 5  |
| Student 468 | 4  | 4   | 4   | 4   | 4  | 4  |
| Student 469 | 4  | 4   | 3   | 2   | 3  | 3  |
| Student 470 | 5  | 4   | 4   | 5   | 5  | 5  |
| Student 471 | 5  | 5   | 5   | 5   | 5  | 5  |
| Student 472 | 5  | 5   | 5   | 5   | 5  | 5  |
| Student 473 | 4  | 5   | 5   | 4   | 5  | 5  |
| Student 474 | 4  | 4   | 4   | 3   | 4  | 5  |
| Student 475 | 5  | 4   | 4   | 5   | 5  | 5  |
| Student 476 | 3  | 4   | 4   | 2   | 4  | 4  |
| Student 477 | 3  | 3   | 3   | 2   | 3  | 3  |
| Student 478 | 5  | 5   | 5   | 5   | 5  | 5  |
| Student 479 | 2  | 2   | 2   | 2   | 2  | 2  |
| Student 480 | 4  | 4   | 2   | 4   | 4  | 4  |
| Student 481 | 2  | 3   | 4   | 1   | 4  | 2  |
| Student 482 | 5  | 5   | 5   | 5   | 5  | 5  |
| Student 483 | 5  | 4   | 4   | 5   | 5  | 5  |
| Student 484 | 3  | 3   | 5   | 1   | 5  | 5  |
| Student 485 | 4  | 5   | 4   | 2   | 5  | 4  |
| Student 486 | 4  | 4   | 5   | 5   | 5  | 4  |
| Student 487 | 5  | 5   | 5   | 5   | 5  | 5  |
| Student 488 | 5  | 5   | 5   | 5   | 5  | 5  |
| Student 489 | 5  | 5   | 5   | 5   | 5  | 5  |
| Student 490 | 5  | 5   | 5   | 5   | 5  | 5  |
| Student 491 | 3  | 4   | 4   | 4   | 4  | 4  |
| Student 492 | 4  | 3   | 3   | 3   | 4  | 5  |
| Student 493 | 5  | 4   | 3   | 5   | 5  | 5  |
| Student 494 | 5  | 5   | 5   | 5   | 5  | 5  |
| Student 495 | 5  | 4   | 3   | 3   | 4  | 4  |
| Student 496 | 5  | 5   | 5   | 5   | 5  | 5  |
| Student 497 | 5  | 5   | 3   | 4   | 4  | 4  |
| Student 498 | 4  | 3   | 3   | 4   | 4  | 3  |
| Student 499 | 4  | 4   | 5   | 3   | 5  | 5  |
| Student 500 | 4  | 3   | 1   | 5   | 4  | 3  |
| Student 501 | 5  | 5   | 5   | 5   | 5  | 5  |
| Student 502 | 4  | 4   | 4   | 4   | 4  | 3  |
| Student 503 | 4  | 4   | 3   | 5   | 5  | 5  |

|             | Communication Skills -<br>effective development,<br>interpretation, and<br>expression of Ideas<br>through written, oral and<br>visual communication | Critical Thinking Skills -<br>creative thinking,<br>innovation, inquiry,<br>analysis, evaluation, and<br>synthesis of information | Empirical and<br>Quantitative Skills -<br>the manipulation and<br>analysis of numerical<br>data or observable facts<br>in informed conclusions | Teamwork -<br>the ability to consider<br>different points of view<br>and to work effectively<br>with others to support a<br>shared purpose or goal | Personal Responsibility -<br>the ability to connect<br>choices, actions, and<br>consequences to ethical<br>decision-making | Social Responsibility -<br>intercultural<br>competence, knowledge<br>of civic responsibility,<br>and the ability to engage<br>effectively in regional,<br>national, and global<br>communities |
|-------------|---|---|--|--|--|---|
| Student 504 | 5   | 5   | 4  | 5  | 5  | 5   |
| Student 505 | 4   | 5   | 4  | 4  | 5  | 5   |
| Student 506 | 5   | 5   | 5  | 5  | 5  | 5   |
| Student 507 | 3   | 3   | 3  | 3  | 3  | 3   |
| Student 508 | 5   | 5   | 5  | 5  | 5  | 5   |
| Student 509 | 3   | 3   | 4  | 3  | 5  | 4   |
| Student 510 | 4   | 5   | 3  | 5  | 5  | 3   |
| Student 511 | 5   | 5   | 5  | 5  | 5  | 5   |
| Student 512 | 5   | 5   | 5  | 5  | 5  | 5   |
| Student 513 | 5   | 3   | 4  | 5  | 4  | 5   |
| Student 514 | 3   | 4   | 4  | 5  | 5  | 2   |
| Student 515 | 3   | 3   | 3  | 1  | 3  | 1   |
| Student 516 | 5   | 5   | 5  | 5  | 5  | 5   |
| Student 517 | 4   | 4   | 3  | 3  | 4  | 3   |
| Student 518 | 4   | 5   | 4  | 2  | 5  | 2   |
| Student 519 | 4   | 5   | 5  | 4  | 4  | 4   |
| Student 520 | 4   | 4   | 4  | 5  | 4  | 4   |
| Student 521 | 5   | 5   | 5  | 4  | 5  | 5   |
| Student 522 | 4   | 4   | 4  | 4  | 4  | 4   |
| Student 523 | 5   | 5   | 4  | 5  | 4  | 4   |
| Student 524 | 3   | 3   | 3  | 3  | 3  | 3   |
| Student 525 | 4   | 5   | 2  | 5  | 5  | 5   |
| Student 526 | 4   | 4   | 4  | 4  | 4  | 4   |
| Student 527 | 4   | 3   | 3  | 4  | 4  | 3   |
| Student 528 | 5   | 4   | 3  | 5  | 5  | 5   |
| Student 529 | 4   | 4   | 4  | 3  | 4  | 4   |
| Student 530 | 5   | 5   | 5  | 5  | 5  | 5   |
| Student 531 | 5   | 4   | 4  | 4  | 5  | 4   |
| Student 532 | 5   | 5   | 5  | 5  | 5  | 5   |
| Student 533 | 5   | 4   | 3  | 4  | 5  | 3   |
| Student 534 | 5   | 5   | 5  | 5  | 5  | 5   |
| Student 535 | 5   | 5   | 4  | 4  | 5  | 3   |
| Student 536 | 5   | 4   | 3  | 5  | 5  | 3   |
| Student 537 | 4   | 4   | 4  | 4  | 4  | 4   |
| Student 538 | 5   | 4   | 4  | 4  | 5  | 5   |
| Student 539 | 5   | 5   | 4  | 5  | 5  | 5   |
|             | 2238  | 2229  | 2034   | 2141   | 2306   | 2148  |

# Core Curriculum Student Learning

Stephen F. Austin State University

Online Town Hall for Faculty  
January 12, 2021

## Texas Core Curriculum

- 42 hours (35%) of degree
- Designed to be transferrable
- Initiated by Texas Legislature
- Implemented by Texas Higher Education Coordinating Board
- **Requires assessment & reporting**
- Met by Faculty Trust Model at SFA

## Texas Core Curriculum Component Areas

- Communication
- Mathematics
- Life & Physical Sciences
- Language Philosophy & Culture
- Creative Arts
- American History
- Government & Political Science
- Social & Behavioral Sciences

## Texas Core Curriculum Objectives

1. Communication Skills \*
2. Critical Thinking Skills \*
3. Empirical and Quantitative Skills
4. Teamwork
5. Social Responsibility
6. Personal Responsibility

\*Required in every core course

## Chart of Core Objectives by Core Components

| Foundational Component Area  | Required Core Objectives |    |     |     | Optional Core Objectives |    |    |  |
|--|--------------------------|----|-----|-----|--------------------------|----|----|--|
|  | SCI                      | CI | COM | EQS | FW                       | SR | RS |  |
| <b>Communication</b><br>Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively.<br>Courses involve the command of oral, aural, written, and visual literary skills that enable people to exchange messages appropriate to the subject, occasion, and audience.   | ●                        | ●  | ●   | ●   | ●                        | ●  | ●  |  |
| <b>Mathematics</b><br>Courses in this category focus on quantitative literacy in logic, patterns, and relationships.<br>Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experiences.  | ●                        | ●  | ●   | ●   | ●                        | ●  | ●  |  |
| <b>Life and Physical Sciences</b><br>Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method.<br>Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human endeavors.  | ●                        | ●  | ●   | ●   | ●                        | ●  | ●  |  |
| <b>Language, Philosophy &amp; Culture</b><br>Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience.<br>Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.   | ●                        | ●  | ●   | ●   | ●                        | ●  | ●  |  |
| <b>Creative Arts</b><br>Courses in this category focus on the appreciation and analysis of creative artifacts and works of the human imagination.<br>Courses involve the synthesis and interpretation of artistic expression and creative critical, creative, and thoughtful communication about works of art.   | ●                        | ●  | ●   | ●   | ●                        | ●  | ●  |  |
| <b>United States History</b><br>Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area.<br>Courses involve the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.  | ●                        | ●  | ●   | ●   | ●                        | ●  | ●  |  |
| <b>Government/Political Science</b><br>Courses in this category focus on a consideration of the Constitution of the United States and the contributions of the states, with special emphasis on that of Texas.<br>Courses involve the analysis of governmental institutions, political behavior, civic engagement, and their political and philosophical foundations.  | ●                        | ●  | ●   | ●   | ●                        | ●  | ●  |  |
| <b>Social and Behavioral Sciences</b><br>Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of social nature or human behavior.<br>Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.   | ●                        | ●  | ●   | ●   | ●                        | ●  | ●  |  |
| <b>Component Area Option</b><br>A minimum of 1 SFA credit must meet the definition and corresponding Core Objective mentioned in one of the foundational component areas.<br>As an option for up to 3 semester credit hours of the Component Area Option, an institution may select course(s) that:<br>(i) meet(s) the definition specified for one or more of the foundational component areas; and<br>(ii) include(s) a minimum of three Core Objectives, including Critical Thinking Skills, Communication Skills, and one of the remaining Core Objectives of the foundational choice. | ●                        | ●  | ●   | ●   | ●                        | ●  | ●  |  |

## Core Courses Mapped to Core Objectives

| Student work, Courses, COMPONENT AREAS                     | CORE OBJECTIVES   |   |  |                                  |  |   |
|--|---|---|--|----------------------------------|--|---|
|  | Critical Thinking<br>Fall of Odd Years                      | Communication<br>Skills<br>Fall of Even Years | Empirical & Quantitative Skills<br>Spring of Odd Years   | Teamwork<br>Spring of Even Years | Social Responsibility<br>Spring of Odd Years | Personal Responsibility<br>Spring of Even Years |
| <b>Communication</b><br>COM 110, GER 131, 132, 134         | Written<br>SCM 247, ENG 131, 132, 134                       | Written and Visual<br>ENG 273                 | Optional   | COM 215, SPH 122, 272            | Optional                                     | FRE 131, 132, GER 132, POR 132                  |
| <b>Mathematics</b><br>MTH 220                              | Written and Visual<br>COM 111                               | Optional                                      | MTH 110, 136, 143  | Optional                         | Optional                                     | Optional  |
| <b>Life and Physical Sciences</b><br>GOL 101, 131, 132     | Written<br>BIO 123, PHY 241                                 | Optional                                      | A&P 110, AST 100, BIO 121, 131, 132, 220, 238, ENV 110, PHY 100, 101, 102, 110, 136, 131, 132, 242 | BIO 120, CHE 101, 111, 133, 134  | Optional                                     | Optional  |
| <b>Language, Philosophy, &amp; Culture</b><br>HIS 151, 161 | Written<br>ENG 200, 209, 211, 212, 201, 222, 224, 230, 239H | Optional                                      | Optional   | Optional                         | HIS 152, 162, ENG 239H                       | PHI 153, 223                                    |
| <b>Creative Arts</b><br>THR 161, 163                       | Written<br>ART 280, 281, 282                                | Optional                                      | Optional   | MHL 245, MUS 140                 | DAN 140                                      | Optional  |
| <b>American History</b><br>HIS 134                         | Written<br>HIS 133  | Optional                                      | Optional   | Optional                         | HIS 134                                      | HIS 133   |
| <b>Government &amp; Political Science</b><br>PSC 142       | Written and Visual<br>PSC 142                               | Optional                                      | Optional   | Optional                         | PSC 141                                      | PSC 141   |
| <b>Social &amp; Behavioral Science</b><br>ECO 231, 232     | Written and Visual<br>GEO 131<br>Written<br>PSY 433         | Optional                                      | SOC 137  | Optional                         | ANT 231                                      | Optional  |

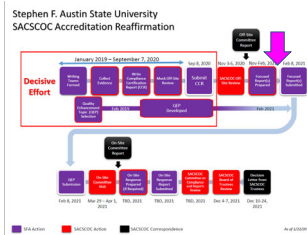
### SACSCOC Requires a Core Curriculum

**8.2.b The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results for student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs, (Student outcomes: general education)**

### Off-Site Committee Report (Excerpt)

The process for assessment is in place. However, the degree to which assessment evidence is used to seek improvements in learning is unclear. The institution identifies changes in learning resources but does not provide any evidence about how the results were used to improve learning. The institution provides significant detail about how the evidence was used to improve their assessment processes with the Faculty Trust Model. Less information was provided about how the results were used to improve student learning in general education courses.

### SFA’s Timeline for Reaffirmation



### Faculty Trust Model

- Approved by Deans Council in December 2019
- Replaces Artifact-Rubric approach
- Requires upper-level instructors to evaluate chosen students
- Unique in the U.S.
- Produces 3 sets of information to compare & consider

### Three Sources of Information

1. Upper-level faculty assessments of senior attainment of core objectives
2. Sample student core curriculum course grades in each core objective area
3. Senior Exit Survey results from graduates regarding their perception of core objective attainment

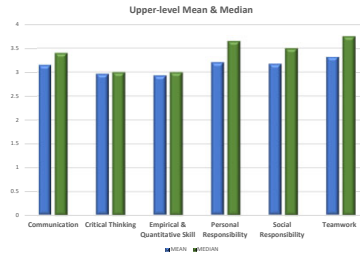
### Upper-level faculty assessments of seniors

- Graduates from December
- 184 students in sample
- Each student evaluated on all six objectives in Qualtrics
- Data on 133 students
- Time spent was ~150 seconds
- New process

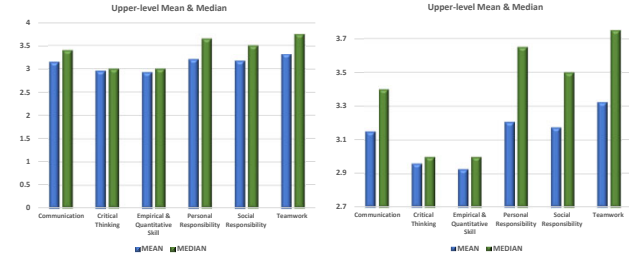


### Upper-Level Scores, Strengths/Weaknesses

- Fall 2020 data
- We have a proof-of-concept set (small)
- Unique to the other two sets
- Ordinal data
- Mean & Median “flow”



### Scale Adjusted to Illustrate Differences



### Second: Grades in Core Courses

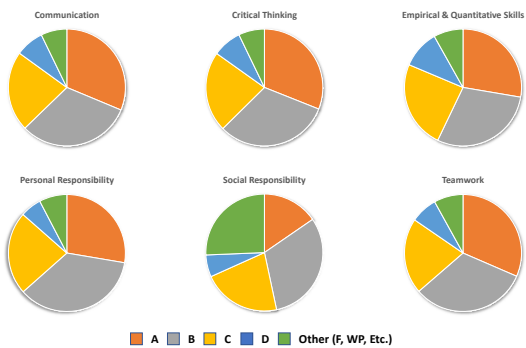
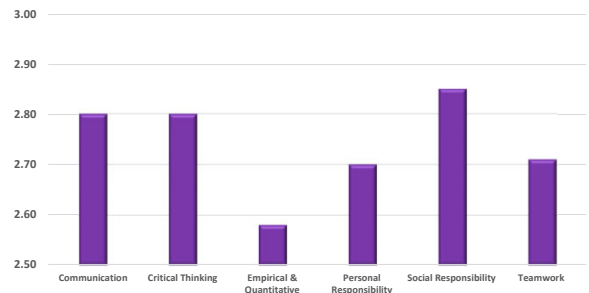
#### Positive Attributes

- Graduates from December
- Going back several years
- Thousands of data points (7692)
- Multiple instructors per student
- Grades are long-term (semester)

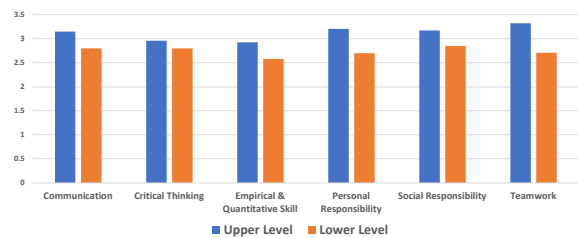
#### Potential Shortfalls

- Doesn't show what non-grads are learning
- Core is *not* focus of these courses
- Unsure what % is core per course
- Core has changed over time
- Less personal interaction/attention
- Re-takes diminished (F's included)

### Lower-level GPA by Core Objective



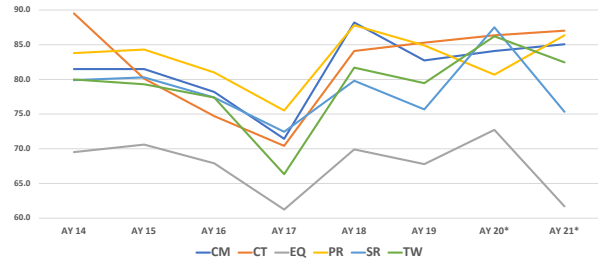
### Upper vs. Lower Level



### Third: Student Self-evaluations

- Senior Exit Survey: sent to All Students Registered for Graduation
- Six Questions based on the following question format:
  - Stem--These statements indicate whether YOU think you have made progress. How much progress at SFA do you think you made?"
  - Short explanation of each Core Objective
- Dependent Variable: "What % gave 4 or 5?"
- Strangely, not really ordinal—just based on ordinal data.

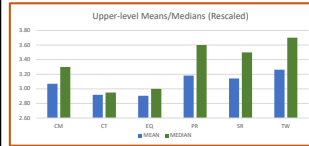
### Percentage that scored their progress 4 or 5



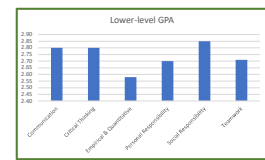
### Relevant Data Regarding SES Core Questions

|    | AY 14 | AY 15 | AY 16 | AY 17 | AY 18 | AY 19 | AY 20* | AY 21* |
|----|-------|-------|-------|-------|-------|-------|--------|--------|
| CM | 81.5  | 81.5  | 78.2  | 71.4  | 88.2  | 82.7  | 84.1   | 85.1   |
| CT | 89.5  | 80.1  | 74.7  | 70.4  | 84.1  | 85.3  | 86.4   | 87.0   |
| EQ | 69.5  | 70.6  | 67.9  | 61.2  | 69.9  | 67.8  | 72.7   | 61.7   |
| PR | 83.8  | 84.3  | 81.0  | 75.5  | 87.8  | 84.9  | 80.7   | 86.4   |
| SR | 79.9  | 80.3  | 77.4  | 72.4  | 79.8  | 75.7  | 87.5   | 75.3   |
| TW | 80.0  | 79.3  | 77.4  | 66.3  | 81.7  | 79.5  | 86.2   | 82.5   |

### What Faculty Thought of December Graduates

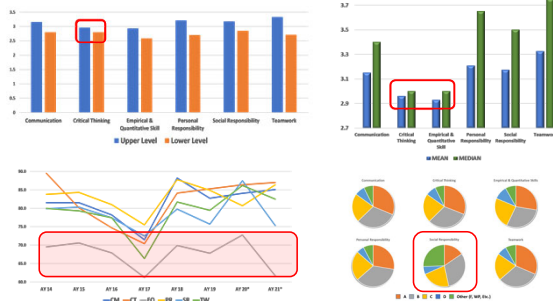


### Student Performance in Core Classes



What ideas do you have?  
 What thoughts will you take away from this?  
 How might we improve our approach?

### Potential Areas for University Improvement Efforts



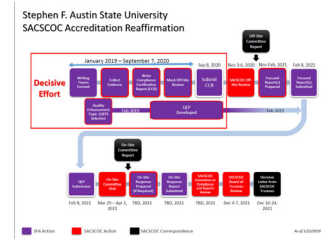
### SACSCOC Requires a Core Curriculum

8.2.b The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results for student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs, (Student outcomes: general education)

### Off-Site Committee Report (Excerpt)

The process for assessment is in place. However, the degree to which assessment evidence is used to seek improvements in learning is unclear. The institution identifies changes in learning resources but does not provide any evidence about how the results were used to improve learning. The institution provides significant detail about how the evidence was used to improve their assessment processes with the Faculty Trust Model. Less information was provided about how the results were used to improve student learning in general education courses.

### SFA's Timeline for Reaffirmation



## Core Curriculum Student Learning



Stephen F. Austin State University

Online Town Hall for Faculty  
January 20, 2022

### Texas Core Curriculum



- 42 hours (35%) of degree
- Designed to be transferrable
- Initiated by Texas Legislature
- Implemented by Texas Higher Education Coordinating Board
- **Requires assessment & reporting**
- Met by Faculty Trust Model at SFA

### Texas Core Curriculum Component Areas

- Communication
- Mathematics
- Life & Physical Sciences
- Language Philosophy & Culture
- Creative Arts
- American History
- Government & Political Science
- Social & Behavioral Sciences



### Texas Core Curriculum Objectives

1. Communication Skills \*
2. Critical Thinking Skills \*
3. Empirical and Quantitative Skills
4. Teamwork
5. Social Responsibility
6. Personal Responsibility



\*Required in every core course

### Chart of Core Objectives by Core Components

| Foundational Component Area  | Required Core Objectives |    |     |     |    | Optional Core Objectives |    |    |
|--|--------------------------|----|-----|-----|----|--------------------------|----|----|
|  | SCI                      | CI | COM | EGS | HW | SO                       | SR | PR |
| <b>Communication</b><br>Courses in this category focus on developing ideas and expressing them orally, considering the effect of the message, listening understandings, and building the skills needed to communicate persuasively.<br>Courses include the content of oral, audio, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.   | ●                        | ●  | ●   | ●   | ●  | ○                        | ○  | ○  |
| <b>Mathematics</b><br>Courses in this category focus on quantitative literacy in logic, patterns, and relationships.<br>Courses increase the understanding of how mathematical concepts and the application of appropriate quantitative tools to everyday experiences.   | ●                        | ●  | ●   | ●   | ●  | ○                        | ○  | ○  |
| <b>Life and Physical Sciences</b><br>Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method.<br>Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.  | ●                        | ●  | ●   | ●   | ●  | ○                        | ○  | ○  |
| <b>Language, Philosophy &amp; Culture</b><br>Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience.<br>Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.   | ●                        | ●  | ●   | ●   | ●  | ○                        | ○  | ○  |
| <b>Creative Arts</b><br>Courses in this category focus on the appreciation and analysis of creative artifacts and works of the human imagination.<br>Courses involve the exploration of artistic expression and aesthetic/critical creation, and receptive communication about works of art.   | ●                        | ●  | ●   | ●   | ●  | ○                        | ○  | ○  |
| <b>American History</b><br>Courses in this category focus on the consideration of past events and their relation to the United States, with the option of including world history for a portion of this component area.<br>Courses involve the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.   | ●                        | ●  | ●   | ●   | ●  | ○                        | ○  | ○  |
| <b>Government/Political Science</b><br>Courses in this category focus on consideration of the Constitution of the United States and the constitutions of the states, with special emphasis on that of Texas.<br>Courses involve the analysis of governmental institutions, political behavior, civic engagement, and their political and philosophical foundations.  | ●                        | ●  | ●   | ●   | ●  | ○                        | ○  | ○  |
| <b>Social and Behavioral Sciences</b><br>Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human.<br>Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and worlds, examining their impact on the individual, society, and culture.   | ●                        | ●  | ●   | ●   | ●  | ○                        | ○  | ○  |
| <b>Component Area Options</b><br>a. A minimum of 3 SCI must meet the definition and corresponding Core Objectives specified in one of the Foundational component areas.<br>b. An option for up to 3 transfer credit hours of the Component Area (unless an institution has opted otherwise).<br>(i) Meet(s) the definition specified for one or more of the Foundational component areas, and<br>(ii) Include(s) a minimum of three Core Objectives, including Critical Thinking Skills, Communication Skills, and one of the remaining Core Objectives of the institution's choice. | ○                        | ○  | ○   | ○   | ○  | ○                        | ○  | ○  |

### Faculty Trust Model

- Approved by Deans Council in December 2019
- Replaced Artifact-Rubric approach
- Requires upper-level instructors to evaluate chosen students
- Unique in the U.S.
- Produces 3 sets of information to compare & consider

### Three Sources of Information

1. Upper-level faculty assessments of senior attainment of core objectives
2. Sample student core curriculum course grades in each core objective area
3. Senior Exit Survey results from graduates regarding their perception of core objective attainment

### SACSCOC Requires an Assessed Core Curriculum

**8.2.b The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results for student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs,**  
*(Student outcomes: general education)*

### Off-Site Committee Report

The process for assessment is in place. However, the degree to which assessment evidence is used to seek improvements in learning is unclear. The institution identifies changes in learning resources but does not provide any evidence about how the results were used to improve learning. The institution provides significant detail about how the evidence was used to improve their assessment processes with the Faculty Trust Model. Less information was provided about how the results were used to improve student learning in general education courses.

### From the On-Site Report

While learning outcomes have been established at SFASU, consistent with the State System requirement, and there is documentation of "plans" to identify, analyze, assess, and demonstrate improvement in the area of general education outcomes for its undergraduate degree programs through a new assessment model, the Committee was unable to find evidence that the institution has fully implemented the new plan.

### Accreditation Actions taken by the SACSCOC Board of Trustees December 2, 2021

The Board reaffirmed accreditation for the following institution(s) and requested a Monitoring Report be submitted within twelve (12) months:

- Christian Brothers University, Memphis, TN
- Dallas International University, Dallas, TX
- Fort Valley State University, Fort Valley, GA
- Lamar University, Beaumont, TX
- Lynn University, Boca Raton, FL
- Meredith College, Raleigh, NC
- North Greenville University, Tigerville, SC
- Randolph College, Lynchburg, VA
- Saint Leo University, Saint Leo, FL
- Savannah State University, Savannah, GA
- South Carolina State University, Orangeburg, SC
- Stephen F. Austin State University, Nacogdoches, TX
- Tennessee State University, Nashville, TN
- Troy University, Troy, AL
- Tusculum University, Greeneville, TN
- Virginia Union University, Richmond, VA
- Welch College, Gallatin, TN

### SACSCOC Board Decision Wording

*...the institution did not demonstrate that it has fully implemented the new plan. As part of its report, the institution should demonstrate that it identifies expected student learning outcomes, assesses the extent to which it achieves the outcomes, and provides evidence of seeking improvement based on an analysis of the results for collegiate-level general education competencies of its undergraduate degree programs.*

### Looking Ahead: SFA's SACSCOC Monitoring Report Timeline

- Visit from SACSCOC Vice President (tentatively May 5)
- Improvement plans for every program should have results of CT/EQ improvement objectives (**May 31**)
- Report prepared for SACSCOC Executive Committee due **September 8, 2022**
- Committee determines if monitoring should continue (December 2022)

### Faculty Trust Model

- Approved by Deans Council in December 2019
- Replaced Artifact-Rubric approach
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### Three Sources of Information

1. Upper-level faculty assessments of senior attainment of core objectives
2. Sample student core curriculum course grades in each core objective area
3. Senior Exit Survey results from graduates regarding their perception of core objective attainment

This data is *supposed* to be messy.



## 1: Upper-level faculty assessments of seniors

- Graduates
- 192 students in sample
- Each student evaluated on all six objectives in Qualtrics
- Data on 166 students
- Time spent was ~65 seconds
- New process (still)

Please enter the four-digit identification code for the student you are assessing.

Please assess this student in each of the Core Objectives. If you were recording a grade in these areas, what do you think it would be?

| F                              | D                     | C                     | B                     | A                     |  |
|--------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|--|
| Communication                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="checkbox"/> No Assessment |
| Critical Thinking              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="checkbox"/> No Assessment |
| Empirical & Quantitative Skill | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="checkbox"/> No Assessment |
| Personal Responsibility        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="checkbox"/> No Assessment |
| Social Responsibility          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="checkbox"/> No Assessment |
| Teamwork                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="checkbox"/> No Assessment |

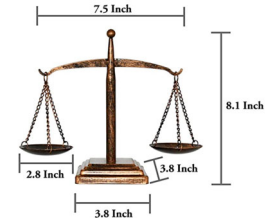
Do you have another student to assess?

Yes

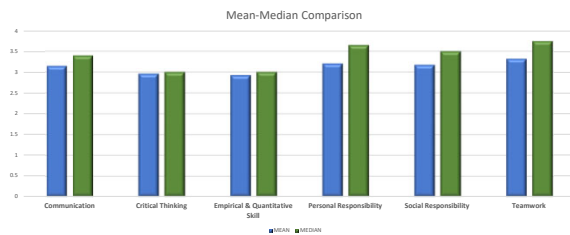
No

## Strengths/Weaknesses of This Measurement

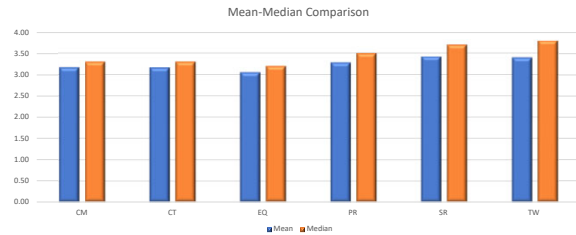
- Three semesters of data
- Non-consequential & not focus
- Only the "winners"
- Ordinal data
- Scale of 1-5 on Qualtrics (-1 on all)
- Mean & Median "flow"
- Communication & Critical Thinking are separate.
- Unique to the other two sets



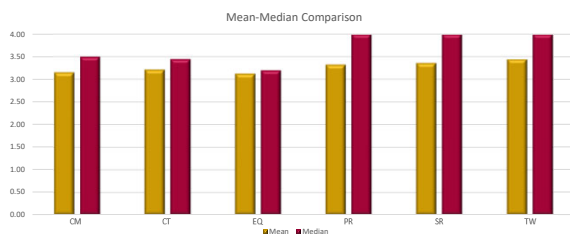
## Upper-level Mean & Median-Fall 2020



## Upper-level Mean & Median-Spring 2021



## Upper-level Mean & Median-Fall 2021



## 2: Grades in Core Courses

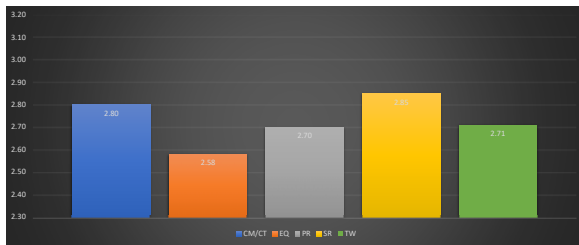
### Positive Attributes

- Graduates from long semesters (3)
- Going back several years
- Thousands of data points (7692)
- Multiple instructors per student
- Grades are long-term (semester)
- Stable statistic
- Grades were assigned YEARS before sampling

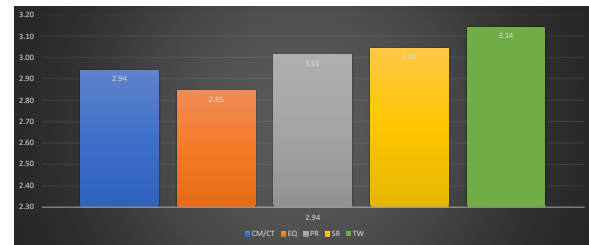
### Potential Shortfalls

- Doesn't account for dual credit, dropouts, etc.
- Core is *not* focus of these courses
- Unsure what % is core per course
- Core has changed over time
- Less personal interaction/attention
- Re-takes diminished (F's included)
- Communication & Critical Thinking are the same.
- CM, CT, & GPA same.

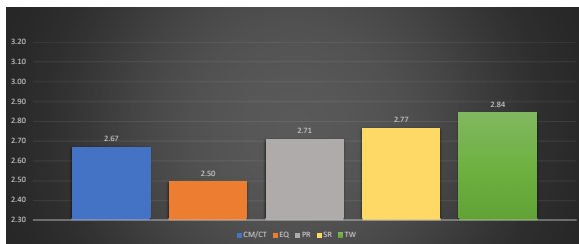
Lower-level GPA by Core Objective  
Fall 2020



Lower-level GPA by Core Objective  
Spring 2021



Lower-level GPA by Core Objective Fall 2021



### 3: Student Self-evaluations

- Senior Exit Survey: sent to All Students Registered for Graduation
- Six Questions based on the following question format:  
*Stem--These statements indicate whether YOU think you have made progress. How much progress at SFA do you think you made?\** (\* Short explanation of each Objective)
- Dependent Variable: "What % gave 4 or 5?"

### This statistic is different...

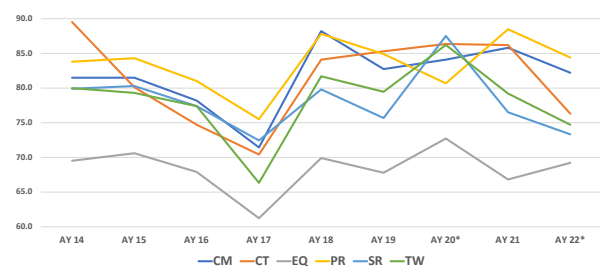
**On the good side:**

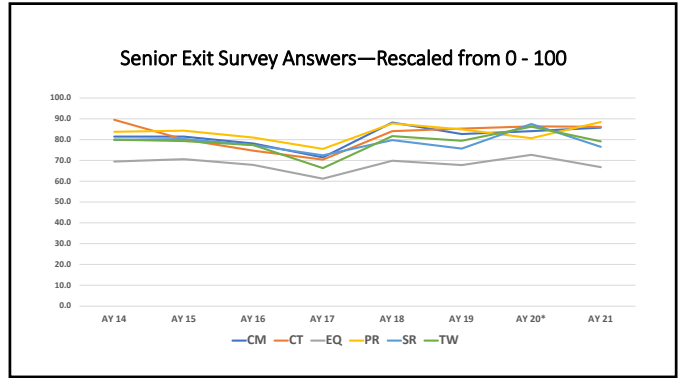
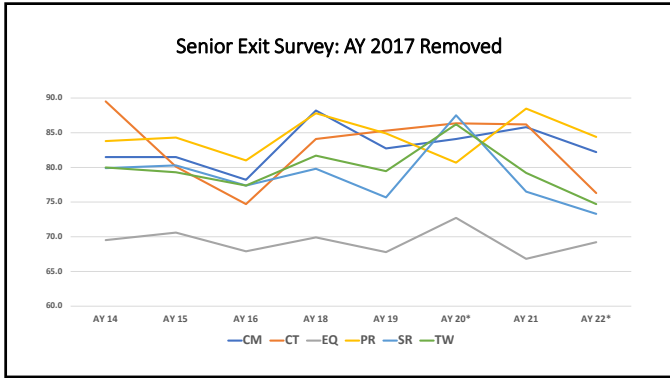
- Most direct measure (student is assessing self)
- Ratio-Interval Data
- Longitudinal Data Set

**On the other hand:**

- Unsure of self-knowledge at graduation time.
- This is a %, so there is not a functional mean or median.
- Totally different scale/data from other two sources.
- Only the "winners"

Senior Exit Survey: Percentage that scored their progress 4 or 5



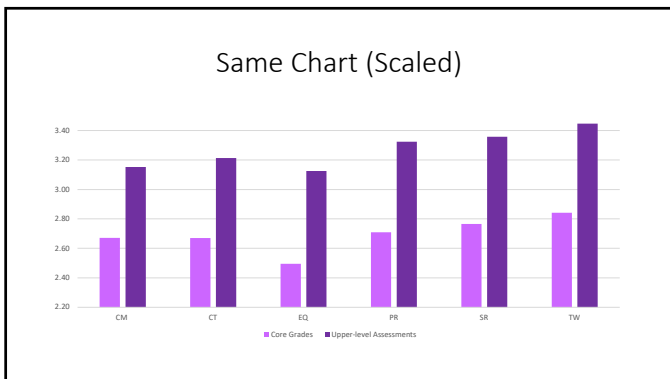
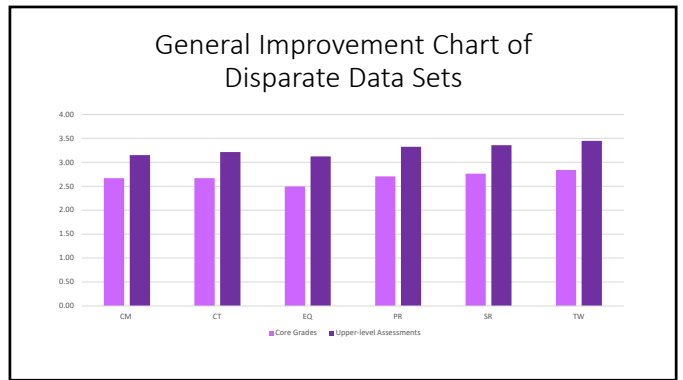


### So What?

Faculty Perception of Social Responsibility slightly lowered in Fall 2021 (CM & CT by trace)

CT and EQ have lowest faculty assessment scores

Fewer students were confident with EQ, SR, and TW growth.



DISCUSSION



### Looking Ahead Redux: SFA's SACSCOC Monitoring Report Timeline

- Input regarding this information today.
- Visit from SACSCOC Vice President (tentatively May 5)
- Improvement plans for every program should have results of CT/EQ improvement objectives (May 31)
- Report prepared for SACSCOC Executive Committee due **September 8, 2022**
- Committee determines if monitoring should continue (December 2022)

### Quick Recap & Takeaways

- The Faculty Trust Model is fine by SACSCOC (could be a big deal).
- We need to demonstrate that we are seeking improvement
- Data from this year need to be submitted by May 31
- Presentation and FTM information will be available at [www.sfasu.edu/oie](http://www.sfasu.edu/oie)

End of Presentation