

General Education Assessment Matrix

<u>Goal</u>	<u>Specifically, students should be able to:</u>	<u>UL core curriculum subsumed by the goal</u>	<u>Initial Measures*</u>
1. Communication. Students should communicate effectively in oral and written English.	A. Think critically and read with comprehension. B. Write essays that make arguments appropriately supported by evidence, while synthesizing and documenting sources. C. Speak cogently in presenting information; listen well in working within groups.	English Composition, Communication elective	A. CLA B. Course-embedded assessment, such as evaluation of some student oral presentations, by outside observers using a common rubric C. ENGL 102 end-of-semester essay to be graded with common rubric; CLA
2. Science. Students should be able to understand scientific knowledge, methods, principles and processes and be familiar with salient ideas in the physical and biological sciences, as well as their implications for society and the physical world.	D. Apply key processes and scientific reasoning to draw reasonable conclusions within the natural sciences. E. Use knowledge of scientific theories to critically evaluate scientific writing in the mass media.	Biological & Physical Sciences	D. MAPP E. MAPP
3. Humans and Their Contexts. Students should develop awareness of themselves as members of human society and citizens of their own communities.	F. Collect, consume, critique, and communicate basic and complex concepts in history and social sciences. G. Understand the diverse and complex nature of humanity H. Create engaged citizens.	Behavioral Sciences, History, other AHBS	F. MAPP G. MAPP H. NSSE; ENGL 102 syllabi indicating diverse cultural readings, data on students' participation in service learning and other intercultural events; faculty and student demographic data
4. Arts and Letters. Students should understand the nature and value of literature and the fine and performing arts.	I. Interpret and write critically about literature across several genres J. Create, perform, or interpret works of art (visual, musical, design, theatrical, or dance) to describe, analyze and evaluate the context, history, influence, or structure of a particular genre, movement, or work of art.	Literature, Arts elective, other AHBS	I. Writing samples from literature course; MAPP J. NSSE; data about student participation in cultural events
5. Quantitative Reasoning. Students should be able to analyze quantitative information in order to solve problems and understand the world.	K. Use mathematical methods and models to solve quantitative problems and to communicate solutions effectively. L. Analyze and critically evaluate numerical and graphical data to draw reasonable and valid conclusions about "real-world" situations.	Mathematics/Statistics	K. MAPP L. MAPP M. MAPP
6. Information Technology. Students should be able to demonstrate effective use of information technologies.	N. Search electronic sources for information. O. Collect, evaluate and utilize retrieved data to advance arguments. P. Communicate through electronic media.	Computer literacy requirement	N. Data on utilization of electronic resources within Dupre Library; computer-assisted online tutorial O. CLA, iSkills P. Moodle utilization data

*The General Education Committee anticipates that campus-developed assessment will gradually replace some or all of the suggested initial standardized test measures. The committee also acknowledges that any measures must eventually be utilized to improve curriculum and instruction. The process does not stop at measurement; rather, the measures must validate that the University is fulfilling its goals and objectives for student learning.