The University of Oklahoma
OFFICE OF THE PRESIDENT

May 21, 2019

Lil Nakutis
Accreditation Processes Manager
Higher Learning Commission
230 South LaSalle Street, Suite 7-500
Chicago, IL 60604-1411

Dear Ms. Nakutis:

At the December 11, 2017 meeting of the Institutional Actions Council, the Higher Learning Commission tasked the University of Oklahoma with writing an Interim Report on General Education Assessment, to be submitted by June 1, 2019. The required contents were set forth in the Team Report on OU's 2017 Assurance Argument, in the Interim Monitoring section of Core Component 4.B.

The University of Oklahoma is committed to excellence in general education, considering it an essential foundation for a strong liberal arts program. We embraced this opportunity to focus attention on our internal review and assessment processes, in the spirit of continuous improvement. We found many areas of strength, as well as opportunities for improvement. These findings have allowed us to make permanent organizational changes that will better support both our faculty and our students.

Sincerely,

Joseph Harroz, Jr.
Interim President

cc: Kyle Harper, Senior Vice President and Provost
Susannah Livingood, Associate Provost / Accreditation Liaison Officer

The **UNIVERSITY** *of* **OKLAHOMA**

Interim Report to the Higher Learning Commission on General Education Assessment

Chief Executive Officer: Joseph Harroz, Jr.

Submitted: June 1, 2019

Interim Report on General Education Assessment

Background Information

In a December 15, 2017 letter, the Higher Learning Commission (HLC) President notified the University of Oklahoma (OU) that the Institutional Actions Council was requiring the University to file an Interim Report on general education assessment, due on June 1, 2019. Upon receipt of the letter, the Accreditation Liaison Officer (ALO) contacted the HLC Vice President for Accreditation Relations assigned to OU for guidance on expected report content. The ALO was advised to follow the requirements set forth in the peer reviewers' Team Report on OU's Assurance Argument (submitted on August 14, 2017).

The Team Report recommended OU "create and implement a formal assessment plan for its General Education (GE) program prior to its ten-year comprehensive assurance review by HLC. An interim monitoring report must be submitted by June 2019 showing the creation of a GE assessment plan and specification of a process for implementation." It went on to describe the following recommended steps toward creating such a plan:

#	HLC Interim Report Requirements	Related HLC Assumed Practices and Core Components
1	Designate a faculty oversight body which has formal responsibility for assessment of the GE program.	Assumed Practice B.2.d
2	Clarify ways in which the Oklahoma State Regents of Higher Education's expectations for GE map onto OU's GE distribution requirements, and the relationship between those requirements and Regents' identified GE learning outcomes.	Core Component 4.b.1 Core Component 4.b.2 Core Component 4.b.3 Core Component 4.b.4
3	Prepare a GE assessment plan which includes: a) Articulation of expected student learning outcomes. b) Criteria expected for identifying achievement of the outcomes. c) Means/methods of assessment. d) How the assessment information will be used. e) Timeline for assessing the learning goals/outcomes.	
4	Outline the organizational process for implementing the plan.	

To fulfill these recommendations, OU has committed significant time and effort to articulating a set of student learning outcomes (SLOs), creating specific performance indicators for each SLO, developing a comprehensive curriculum map to align GE SLOs with selected/key GE courses, and working with faculty to identify direct and indirect assessment methods that can be used to measure student achievement of specific performance indicators. The following report describes these efforts, clearly identifying how each section addresses the above-noted Interim Report requirements. Appendices provide additional context and evidence, as referenced in the narrative.

Interim Report Requirement #1:

Designate a faculty oversight body which has formal responsibility for assessment of the GE program.

University of Oklahoma's Response:

OU's General Education curriculum is overseen by a standing committee comprised of faculty: the Provost's Advisory Committee on General Education Oversight (PACGEO). PACGEO provides the logical framework for faculty oversight of General Education assessment. In February 2019, the Provost formed the General Education Assessment Workgroup (GEAW), a taskforce charged with addressing the Team Report's recommendations and formulating recommendations for PACGEO and the Provost. The Chair of the workgroup is a member of the faculty with deep experience in assessment; she also coordinates a large general-education course (Elements of Psychology).

GEAW representatives were chosen from a variety of disciplines:

1. Jenel Cavazos, Department of Psychology (GEAW Chair)
2. Bruce Mason, Department of Physics (PACGEO Member)
3. Karl Rambo, Department of Anthropology (PACGEO Member)
4. A. Robert Lauer, Department of Modern Languages, Literature and Linguistics (PACGEO Member)
5. Felix Wao, Office of Academic Assessment (PACGEO Ex-Officio)

As part of OU's commitment to improvement in this area, the Provost's office provided funding for all members of the General Education Assessment Workgroup to attend a two-day HLC General Education workshop held in Chicago on February 27-28, 2019. This workshop enabled GEAW members to learn more about HLC's expectations regarding general education assessment, develop strategies for plan implementation, view peer work, and network with practitioners from other institutions.

Because the GEAW's charge was focused on developing the general education assessment plan, a permanent group of faculty members will be appointed in Fall 2019 to oversee its implementation. This group will be a PACGEO sub-committee and will work in conjunction with the Director of Academic Assessment who provides expertise and logistical support for implementation. PACGEO is chaired by the Vice Provost for Instruction and Student Success, who reports to the Senior Vice President and Provost.

Report Requirement #2:

Clarify ways in which the Oklahoma State Regents of Higher Education's expectations for GE map onto OU's GE distribution requirements, and the relationship between those requirements and Regents' identified GE learning outcomes.

University of Oklahoma's Response:

Mapping of the *Oklahoma State Regents of Higher Education's (OSRHE)* expectations for general education onto OU's general education distribution requirements.

OSRHE articulates Oklahoma institutions' requirements for a General Education Core in sections 3.15.5-A and 3.15.6 of the Academic Affairs chapter of their Policies and Procedures Manual (see **Appendix A**). The table in **Appendix B** demonstrates how each of OU's requirements relate to the OSRHE framework.

To illustrate this alignment with a specific example, OU's General Education Requirements show *Core Area I* distribution, which focuses on *Symbolic and Oral Communication*, can be achieved by selecting 3-5 courses, two of which must be English Composition, for a total of 6 hours. This both aligns with the OSRHE's General Education Core requirement of 6 hours of English Composition (**Appendix A**, p. 140) and conforms with the expectation that "English language studies" is one of the avenues for addressing OSRHE's General Education Core section on "Communication and Symbols" (**Appendix A**, p. 145 part B.1).

Relationship between OU's general education distribution requirements and the *Oklahoma State Regents of Higher Education's (OSRHE)* general education learning outcomes.

The table in **Appendix C** demonstrates how each of OU's requirements relate to the OSRHE framework (**Appendix A**, p. 145-146). For example, OU's general education program requires students to take 2 courses (7-8 hours) in *Natural Science* (*Core Area II*) which, according to OU's Natural Science General Education Course Approval Form, are designed to *"give students an understanding of the importance of natural sciences for appreciating the world in which we live. They should also give students an understanding of scientific methodology as well as expose them to a body of foundational and factual knowledge."* This course objective is clearly aligned with the OSRHE's general education outcome #5: *"Understanding relationships between nature and science"* (**Appendix A**, p. 145).

Interim Report Requirement #3:

Prepare a GE assessment plan which includes:
a) Articulation of expected student learning outcomes.
b) Criteria expected for identifying achievement of the outcomes.
c) Means/methods of assessment.
d) How the assessment information will be used.
e) Timeline for assessing the learning goals/outcomes.

University of Oklahoma's Response:

A summary of how the GEAW addressed each of the requirements from the Team Report is provided below:

A) Articulation of expected student learning outcomes

In March 2019, the GEAW articulated six university-wide general education SLOs, as well as specific performance indicators for each one. The SLO broad categories are:

1. Communication Skills
2. Technology and Information Literacy
3. Critical Analysis and Scientific Reasoning
4. Quantitative and Numerical Analysis
5. Community, Culture, and Diversity
6. Arts and Humanities

The SLOs and performance indicators were unanimously approved at PACGEO's May 10, 2019 meeting (see **Appendix D**). Definitions of each SLO category, along with their specific performance indicators, are documented in **Appendix E**.

B) Criteria expected for identifying achievement of the outcomes

At the end of each semester, faculty volunteers teaching a sampling of general education courses will review results of student performance in those courses to establish appropriate criteria and/or benchmarks for identifying achievement of each SLO and performance indicator. Our plans to sample a few courses at a time for each SLO, and to focus on two SLOs per semester, is based on lessons learned by the GEAW members at the February 2019 HLC General Education Assessment Workshop referenced earlier in the document. Further, as explained in section **E** below, sampling of two to three courses to address a specific SLO at different times, will allow the institution to effectively manage the assessment process while, at the same time, ensuring that each SLO is assessed effectively in multiple courses across various disciplines at OU. See **Appendix G** and **Appendix H** for details on the curriculum mapping, and the initial timeline for assessment of each SLO and performance indicator, respectively.

C) Means/methods of assessment

The GEAW, working in conjunction with the Office of Academic Assessment, developed a simple *General Education Assessment Survey* (**Appendix F**) and administered it to faculty teaching general education courses in various disciplines. The GEAW Chair and Director of Academic Assessment then held follow-up meetings with each survey respondent. Informed by this data collection, they:

i) Developed a curriculum map that allows for a systematic alignment of selected general education courses with the new SLOs and performance indicators (**Appendix G**). While the curriculum map reflects mostly 1000-level courses and a few 2000-level courses, upper level courses (e.g., Capstones) will be assessed in subsequent cycles. The initial pilot will focus on lower level courses (**Appendix H**).

ii) Gathered information about assessment methods/measures already being used in selected general education courses, examining how to re-tune them to align with the newly-articulated SLOs and performance indicators. Below are some details regarding assessment methods:

1. ***Direct Assessments:*** Every SLO will be assessed using at least one direct assessment method. Faculty volunteers teaching a sampling of general education courses are already using various course-embedded signature student work such as research papers/projects, lab reports, presentations, and major examinations to assess student learning. GEAW members will work with these faculty to (i) select "signature" assignments/projects and examinations, (ii) fine-tune, as needed, the current assessments in order to systematically align them with the newly-articulated SLOs, and (iii) design rubrics to be used in evaluating the quality of samples of student work in each SLO across the general education curriculum. The Office of Academic Assessment will facilitate a norming session for each rubric using selected "signature" assignments/projects in each SLO to ensure inter-rater reliability.

2. ***Indirect Assessments:*** Findings from the following indirect assessment methods will be used to augment results of student performance in direct measures:

    a) *General Education Survey (GES)*: The Office of Academic Assessment will work with faculty volunteers, as well as members of the GEAW, to design a simple *General Education Survey* aimed at gathering student perceptions regarding their understanding of and engagement with the integrated general education curriculum. The GES will be deployed near the end of each semester to students enrolled in selected general education courses. The Office of Academic Assessment will analyze data and prepare survey reports.

    b) *National Survey of Student Engagement (NSSE):* Findings from NSSE, administered to all first and senior students at OU every three years, will be aligned with various aspects of the newly-articulated general education SLOs such as: Communication Skills; Critical Analysis and Scientific Reasoning; and Community, Culture and Diversity.

    c) *Syllabus Analysis:* Review of course syllabi from key general education courses addressing the SLOs will be conducted by PACGEO or PACGEO Assessment sub-committee on a periodic basis to ensure continuous alignment of "signature" assignments/projects and major examinations with performance indicators in each SLO.

iii) Determined what courses would be used for a pilot of selected SLOs, to begin Fall 2019. See **Appendix H** for details.

D) How the assessment information will be used

Below are examples of how assessment information will be used:

1. Data from both direct and indirect assessment measures will be used by faculty to inform teaching practices and department level decision-making intended to improve student performance in individual general education courses.
2. The overall outcome of ongoing assessment activities will play a critical role to ensure accountability in the general education curriculum and delivery methods, as well as contribute to institutional effectiveness. This will be accomplished by:
    a) Dedicating an annual start of the year meeting of PACGEO members to discuss assessment results of the preceding academic year and formulate recommendations for continuous improvement.
    b) Developing an annual report of GE assessment activities.
    c) Including a special "track" in the biennial OU Assessment Forum aimed at presentations centered on GE assessment.
3. Review of assessment information by the PACGEO or PACGEO Assessment sub-committee, will help identify and provide professional development opportunities for faculty and staff involved with implementation of the general education curriculum. This might include:
    a) Workshops on effective assessment of student learning in the general education curriculum.
    b) Instructional development necessitated by faculty changes to the general education curriculum, student learning outcomes and/or methods of assessment.

E) Timeline for assessing the learning goals/outcomes

Due to the positive reception among volunteering faculty regarding the newly-articulated SLOs, *Phase 1* of the general education assessment plan implementation will be a pilot project using 2-3 courses covering two SLOs, starting Fall 2019 and running to the end of Fall 2020 (**Appendix H**). This schedule allows OU to distribute the work associated with assessing the six SLOs across a manageable timeframe. Because it may take up to a year from starting an assessment of a given SLO category to completing review of and reflection on assessment results, this schedule allows time to discuss recommendations and implement changes before the SLO category comes up again in the cycle. *Phase 2* will be a continuation of the SLO assessment cycle begun in *Phase 1*. Because faculty piloting courses in Fall 2019 and Spring 2020 have already been notified, rubrics can be developed in Summer 2019 and normed in early Fall 2019 for SLOs and courses to be assessed in Fall 2019. In keeping with this model, rubrics for Spring 2020 SLOs and courses will be developed in Fall 2019 and normed in early Spring 2020. See **Appendix H** for details.

Interim Report Requirement #4:

Outline the organizational process for implementing the plan.

University of Oklahoma's Response:

The Provost has assigned responsibility for implementing this plan to the Vice Provost for Instruction and Student Success (VP-ISS), who also chairs PACGEO. The following overview describes the parts of the process not already outlined in **Appendix H**. Each year:

1. **By the beginning of March**: The VP-ISS (i) announces the two general education SLOs to be assessed the following academic year, and (ii) issues a call to department chairs to identify 2-3 general education courses relevant to the current set of SLOs and possible volunteers for Faculty Assessment Teams (minimum two faculty members per course), who will score samples of course assignments/projects or provide a report of student performance in examinations for each SLO at the end of every academic year.
2. **By mid-March:** Courses and names of tentative Faculty Assessment Team volunteers are sent to VP-ISS by department chairs.
3. **By the beginning of April**: The Director of Academic Assessment coordinates the following activities of Faculty Assessment Teams:
    a) Meeting 1: Joint meeting of the Chair of PACGEO Assessment sub-committee, Director of Academic Assessment, and Faculty Assessment Teams to (i) review responsibilities and expectations, (ii) review rubrics, and (iii) demo norming and assessment procedures in Canvas.
    b) Norming materials sent to Faculty Assessment Teams.
    c) Norming scores returned (by survey) and distributed to Faculty Assessment Teams.
    d) Meeting 2: Joint meeting of the Chair of PACGEO Assessment sub-committee, Director of Academic Assessment, and Faculty Assessment Teams for norming debrief, followed by break-out meetings of Faculty Assessment Teams to review norming results. Faculty Assessment Teams will reconvene to finalize assessment plans for signature assignments/projects.

4. **By mid-May**: Faculty Assessment Teams score signature assignments collected during spring and fall of previous academic year or provide a report of student performance in examinations conducted during the same timeframe. Each team assesses the previous academic year's two SLOs using selected general education courses.
5. **By the end of May**: Post-assessment debriefing session (third and final meeting of Faculty Assessment Teams to include joint and break-out sessions).
6. **By the beginning of June**: Faculty Assessment Teams review assessment results and prepare reports on outcomes in each SLO, develop action plans to include faculty development activities, and any recommended modifications to the process.
7. **By mid-September**: Report of assessment results is circulated among PACGEO members and plans are discussed for closing-the-loop activities.
8. **By the beginning of October**: Chair of PACGEO Assessment sub-committee and Director of Academic Assessment circulate Spring faculty development events calendar.

The outcome of *Phase 1* will help everyone involved evaluate the efficacy of this model and recommend any necessary changes going forward.

Appendices

A. OSRHE Undergraduate Degree Requirements Policy

B. Alignment of OU GE SLOs and OSRHE Gen Ed Core

C. Alignment of OU GE Distribution and OSRHE GE Outcomes

D. Minutes of PACGEO Meeting on May 10, 2019

E. OU General Education Student Learning Outcomes

F. General Education Assessment Survey

G. General Education Curriculum Map

H. Timeline for Assessing OU General Education SLOs

3.15 UNDERGRADUATE DEGREE REQUIREMENTS

3.15.1 Purpose

This policy statement establishes guidelines, criteria, and standards for use by State System institutions in developing degree programs for which degrees will be conferred upon students satisfactorily completing prescribed courses of study.

3.15.2 Definitions

The following words and terms, when used in the Chapter, shall have the following meaning, unless the context clearly indicates otherwise:

"Associate Degree" is typically a credential requiring two years of full-time equivalent college work (at least 60 credit hours). The State Regents recognize three types of associate degrees—the Associate in Arts, Associate in Science, and Associate in Applied Science.

"Baccalaureate Degree (also referred to as a bachelor's degree)" is typically a credential requiring four years of full-time equivalent college work (at least 120 credit hours). The State Regents recognize three types of baccalaureate degrees—the Bachelor of Arts, Bachelor of Science, and Bachelor of (Specialty).

"Degree" is an academic credential conferred by a college or university as official recognition for the successful completion of an instructional program.

"General Education" is a standard curriculum required in all undergraduate programs. The general education curriculum provides broad exposure to multiple disciplines and emphasizes the learning of facts, values, understandings, skills, attitudes, and appreciations believed to be meaningful concerns that are common to all students by virtue of their involvement as human beings living in a global society.

"Liberal Arts and Sciences Courses" are those traditional fields of study in the humanities; social and behavioral sciences; communication, natural and life sciences; mathematics; and the history, literature and theory of the fine arts (music, art, drama, dance). Courses in these fields whose primary purpose is directed toward specific occupational or professional objectives, or courses in the arts which rely substantially on studio or performance work are not considered to be liberal arts and sciences for the purpose of this policy.

"Transcript" is the official document issued by an institution with student information that is a complete and accurate reflection of a student's academic career. It includes information such as GPA, semesters of attendance, courses taken, grades and credit hours awarded, degrees received, academic standing, academic honors, and transfer information. The transcript may also include the CGPA.

3.15.3 Standards of Education for Completion of the AA and AS Degrees

The minimum requirements for the AA or the AS degree at any institution in the State System shall include the following:

A. Students recommended for the AA or AS degrees must achieve a GPA of 2.0 as a minimum on all course work attempted (a minimum of 60 hours) excluding any courses repeated or reprieved as detailed in the State Regents' *Grading* policy and excluding physical education activity courses.

The completion, as a portion of the overall 60 semester-credit-hours, of a basic general education core, or a minimum of 37 semester-credit-hours, which shall include the following (Note: this 37 hour basic general education core is also required for the baccalaureate degree):

1. English Composition 6 hours
2. U.S. History and U.S. Government 6 hours

   (see section 3.15.7)
3. Science 6 hours

   (one course must be a laboratory science)
4. Humanities 6 hours

   (Chosen from nonperformance courses defined as humanities by the institution granting the associate degree)
5. Mathematics 3 hours
6. At least one course from the following areas: Psychology, social sciences, foreign languages, fine arts (art, music, drama) 3 hours
7. Additional liberal arts and sciences courses as needed to meet the minimum total of 37 credit hours required in this policy. (State Regents' policies require a minimum of 40 semester hours of general education for the baccalaureate degree.)

A discussion of the framework for the development of the general education curriculum appears later in this policy.

Courses required for the general education program are not necessarily synonymous or mutually exclusive with the liberal arts and sciences. It is imperative that all institutions provide a means for credit by examination for established general education courses when individuals have attained a college-level grasp of selected subject matter. Credits earned consistent with the State Regents' *Credit for Prior Learning* policy may be used to satisfy general education requirements.

B. The remaining minimum of 23 semester-credit-hours of academic work shall be applicable to the student's major objective including any prerequisite courses necessary for the anticipated upper-division program. A majority of such student credit hours should be taken in courses classified as liberal arts and sciences.

C. The associate degree general education core of 37 semester-credit-hours listed above shall be considered minimum and each institution may, with the approval of the State Regents, develop additional lower-division general education requirements for its own students.

D. Students must demonstrate computer proficiency, which includes the competent use of a variety of software and networking applications. This requirement may be completed through one of three options:

1. successfully complete a high school computer science course that meets the State Regents' high school curricular requirements; or

2. satisfy an institution's computer proficiency assessment; or

3. successfully complete college-level course work that the institution designates.

E. The faculty of the awarding institution should have an opportunity to make a judgment as to the candidate's fitness for the degree. Therefore, a minimum of 15 hours of residence credit applied toward the associate degree shall be taken from the awarding institution, exclusive of correspondence work.

F. Summary of Minimum Standards for AA and AS Degrees

	Number of Hours Required
Total semester credit hours required	60
General education	37
Credit in residence at the awarding institution	15
Course work applicable to major	23

3.15.4 Standards of Education for Completion of the Associate Degree in Programs of Technical-Occupational Education (AAS)

The minimum standards for the awarding of associate degrees in technical-occupational areas of specialization, the AAS, at institutions in the State System shall be as follows:

A. The completion of 60 semester-credit-hours, excluding physical education activity courses, with an overall GPA of 2.0.

B. The completion, as a portion of the overall 60 semester-credit-hours, of a basic general education core of a minimum of 18 semester-credit-hours listed as transferable on the State System Course Equivalency Project matrices, instructed by general education faculty (typically defined as a graduate degree or 18 graduate hours in the appropriate field), and which shall include the following:

1. Communications 6 hours

   This must include two courses from one or more of the following three areas: (1) a college-level communications course in general, applied technical writing or (2) a course in English grammar and composition or (3) a college-level oral communication course.

2. U.S. History and U.S. Government 6 hours

   (See Section 3.15.7)

3. General Education Electives 6 hours

C. The completion of 27 hours in a technical-occupational specialty.

D. The completion of support and related courses (to total a minimum of 60 hours.

E. The completion of a 15 credit hours in residence at the awarding institution.

F. Summary of Minimum Standards for AAS Degrees:

	Number of Hours Required
Total semester credit hours required	60
General education	18
Credit in residence at the awarding institution	15
Technical-occupational specialty	27
Support and related courses	0-15

3.15.5 Standards for Awarding Baccalaureate Degrees

The baccalaureate degree is comprised of three separate parts: general education, specialized education, and elective elements. In a typical program, the three parts will be approximately equal in length, which means that about one-third of the student credit hours required for the degree will be devoted to each of the three parts or segments. In a traditional baccalaureate degree program, the part devoted to general education will predominate, whereas in a professional program, specialized courses will consume a larger share of the total hours required for the degree.

A. General Education Core

The completion of a basic general education core of a minimum of 40 semester credit hours shall include the following (Note: this 37 basic general education core is also required for the Arts and Science Associate degrees):

1. English Composition 6 hours

2. U.S. History and U.S. Government 6 hours

   (see Section 3.15.7)

3. Science 6 hours

   (One course must be a laboratory science)

4. Humanities 6 hours

   (Chosen from nonperformance courses defined as humanities by the institution granting the degree)

5. Mathematics 3 hours

6. At least one course from the following areas: Psychology, social sciences, foreign languages, fine arts (art, music, drama) 3 hours

7. Additional liberal arts and sciences courses as needed to meet the minimum total of 40 credit hours required in this policy.

A discussion of the framework for the development of the general education curriculum appears later in this policy.

Courses required for the general education program are not necessarily synonymous or mutually exclusive with the liberal arts and sciences. An institution may determine the content and distribution of courses within the bounds of these guidelines and may adopt such additional requirements (e.g., foreign language competence for the BA). Such additional degree requirements must be approved by the State Regents and published in the official catalog of the institution. Credits earned consistent with the State Regents' *Credit for Prior Learning* policy, may be used to satisfy general education requirements.

B. Types of Baccalaureate Degrees

The State Regents recognize three types of baccalaureate degrees: the Bachelor of Arts (BA) degree is awarded for successful completion of a program of study that is primarily liberal arts and sciences; the Bachelor of Science (BS) degree is awarded for successful completion of a program of study designed to lead to graduate study or to entry into a particular profession; the Bachelor of (Specialty) degree is awarded for successful completion of a program of study of a conservatory or studio nature, or that is designed primarily for entry into a professional or occupational field. It is conceivable that an institution might offer more than one degree in a discipline.

Undergraduate degrees are to be distinguished as follows by the minimum amount of liberal arts and sciences required for each degree type described below.

1. At least 80 semester credit hours (or the equivalent) of the course work for the BA degree shall be in the liberal arts and sciences.

2. At least 55 semester credit hours (or the equivalent) of the course work for the BS shall be in the liberal arts and sciences.

3. At least 40 semester credit hours (or the equivalent) of the course work for the Bachelor of Applied Science, Bachelor of Applied Arts, Bachelor of Technology, and Bachelor of (Specialty) shall be in the liberal arts and sciences. The Bachelor of (Specialty) is restricted to a small number of fields in which traditional national practice or demands of the field or discipline require that the degree title include the name of the profession or discipline.

C. Requirements and Standards

Following is a list of requirements, standards, and recommendations for use by institutions in the development and evaluation of baccalaureate degree programs.

1. Traditional baccalaureate degrees with the exception of professional or conservatory-type degrees should be attainable in four years of full-time academic study. Baccalaureate degrees shall be based upon at least 120 semester hours of course work excluding physical education activity courses.

2. The faculty of the awarding institution should have an opportunity to make a judgment as to the candidate's fitness for the degree. Therefore, a minimum of 30 hours of resident credit applied toward the baccalaureate degree shall be taken at the awarding institution, exclusive of correspondence work.

3. Each baccalaureate degree awarded by a State System institution shall be based on a minimum of 40 hours of general education excluding physical education activity courses. Normally, most general education courses will occur at the lower-division level; however, it is recommended that at least one upper-division general education course be required by the awarding institution.

4. Baccalaureate degrees shall be based upon a minimum of 60 hours, excluding physical education activity courses, at a baccalaureate degree-granting institution, 40 hours of which must be upper-division course work excluding physical education activity courses. Upper-division courses should be taught at a level either sequentially above or conceptually higher than lower-division courses.

5. At least 15 of the final 30 hours applied toward the baccalaureate degree or at least 50 percent of the hours required by the institution in the major field must be satisfactorily completed at the awarding institution.

6. Baccalaureate degrees should be based upon a minimum of 30 semester hours of credit in the area of specialization; however, the major area is defined by the institution. Of the 30 hours in the major field, 50 percent must be taken at the upper-division level.

7. Students recommended for the baccalaureate degree must achieve a GPA of 2.0 as a minimum on all course work attempted, excluding any courses repeated, reprieved or renewed as detailed in the State Regents' *Grading* policy, and excluding physical education activity courses.

8. The requirements and standards set forth in this policy statement should be considered minimum, allowing for change by individual institutions upon approval by the State Regents.

9. Students must demonstrate computer proficiency, which includes the competent use of a variety of software and networking applications. This requirement may be completed through one of three options:

    a. successfully complete a high school computer science course that meets the State Regents' high school curricular requirements, or

    b. satisfy an institution's computer proficiency assessment, or

    c. successfully complete college-level course work that the institution designates.

10. Each baccalaureate degree-recommending institution shall list and update the requirements for each program leading to the baccalaureate degree and shall publicize these requirements for use by all other institutions in the State System. Each baccalaureate degree-recommending institution shall include in its official publications (whether print or electronic) information stating all lower-division prerequisite requirements for each upper-division course. All requirements for admission to a university, college, or program should be set forth with precision and clarity. The degree requirements in effect at the time of the student's initial full-time enrollment in a State System college or university shall govern lower-division prerequisites, provided that the student has had continuous enrollment as defined in the official college or university publications.

D. Summary of Minimum Standards for a Baccalaureate Degree

Bachelor of Arts Degree	
	Number of Hours Required
Total semester credit hours required	120
General education	40
Liberal arts and sciences course work	80
Credit in residence at the awarding institution (15 of the final 30 hours or 50 percent of the major also required in residence)	30
Credit from a baccalaureate degree-granting institution (40 hours must be upper-division)	60
Area of specialization (50 percent must be upper-division)	30

Bachelor of Science Degree	
	Number of Hours Required
Total semester credit hours required	120
General education	40
Liberal arts and sciences course work	55
Credit in residence at the awarding institution (15 of the final 30 hours or 50 percent of the major also required in residence)	30
Credit from a baccalaureate degree-granting institution (40 hours must be upper-division)	60
Area of specialization (50 percent must be upper-division)	30

Bachelor of (Specialty) Degree	
	Number of Hours Required
Total semester credit hours required	120
General education	40
Liberal arts and sciences course work	40
Credit in residence at the awarding institution (15 of the final 30 hours or 50 percent of the major also required in residence)	30

Credit from a baccalaureate degree-granting institution (40 hours must be upper-division)	60
Area of specialization (50 percent must be upper-division)	30

3.15.6 General Education Framework

This section seeks to identify the meaning and parameters of general education within the State System. In accomplishing this goal, concern is given to: 1) general education through common goals and purposes; 2) a recognition of the desirability of developing general education programs which fit the individual needs of the several institutions; and 3) an awareness of the need for articulating the relationship and scope of general education in terms of transfer from the community colleges to the senior colleges and universities.

The general education program speaks to a variety of academic experiences depending on the background of the individual student and the philosophical stance of the particular college or university. While this document will suggest relatively broad disciplines within the categories identified as areas of common learning incorporated in a general education program, it will leave to the individual institutions responsibility for the designation of particular courses in the institution's general education program.

A. General Education Outcomes

The following framework is based on the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools' Commission Statement on General Education and should be followed by each institution when developing or reviewing its general education program.

All institutions in the State System will require a general education component in each undergraduate degree program. Faculty should provide the oversight for general education and each institution should regularly assess the effectiveness of its general education program. Institutions should clearly and publicly articulate the purposes, content, and intended learning outcomes of the general education provided to students.

An institution's general education program should impart common knowledge and intellectual concepts as well as help students develop skills and attitudes that every educated person should possess. Effective general education should help students gain competence in independent intellectual inquiry and also stimulate the examination and understanding of personal, social, and civic values.

The following student learning outcomes are a foundation for richer lives, careers, and citizenship. Institutions should strive to include each of these outcomes in general education programs:

1. Appreciating and understanding diverse cultures and

heritages

2. Mastering multiple modes of inquiry, reasoning, and critical thinking
3. Effectively analyzing and communicating information
4. Recognizing the importance of creativity and values to the human spirit
5. Understanding relationships within nature and science
6. Developing responsible, ethical, and engaged citizens
7. Promoting lifelong learning, wellness and personal enrichment
8. Adapting to a constantly changing global society

Ideally, general education should extend throughout the students' baccalaureate programs. Institutions are encouraged to recognize the value of providing some type of upper-division general education experience during the final semesters of the baccalaureate degree program. It is also imperative that all institutions provide a means for credit by examination for established general education courses when individuals already have attained a college-level grasp of selected subject matter.

B. The General Education Core

The objectives of general education may be realized through the following components:

1. Communication and Symbols

   The goals of general education include a recognition that communication occurs through an intricate and sophisticated use of symbols. The symbols of the alphabet ordered into meaningful expressions form the basis for communication through reading and writing. The ability to produce and audit sounds which have a referent in experience forms the basis for communicating through speaking and listening. Some disciplines which might be helpful in furthering this objective would include: English language studies, foreign language studies, and speech-communication studies.

   A second dimension of communication through symbols is in the quantitative domain with its use of numbers. Numbers provide a universally accepted system of symbols. Some disciplines which might be helpful in furthering this objective would include: mathematics, logic, statistics and computer science.

2. Social, Political, and Economic Institutions

   The goals of general education include a recognition that human beings are participants in and creators of constantly changing social, political, and economic

institutions. Some disciplines which might be helpful in furthering this objective would include: sociology, political science, economics, and philosophy.

Modern economic theorists have developed disciplines that provide knowledge in the means and ends of producing and consuming. Intelligent participation by citizens in a democratic society is predicated upon a basic understanding of economic principles. Some disciplines which might be helpful in furthering this objective would include: economics and consumer education.

3. Understanding Relationships in Nature and Science

The goals of general education include an understanding and appreciation of both the facts and methodology of science. In this area, students will develop knowledge in both pure and applied science. Some disciplines which might be helpful in furthering this objective would include: natural and physical science as well as experimental psychology.

4. Understanding of Human Heritage and Culture

The goals of general education include an inquiry into the roots of civilization with its ebb and flow, progress and regression, war and peace. It will include, besides facts, the seminal ideas and events that have shaped the sweep of history. Some disciplines which might be helpful in furthering this objective would include: history, political science, philosophy, anthropology, archeology, and cultural geography.

To understand a culture one must move beyond simple facts into the interrelationships between ideas and culture. Some disciplines which might be helpful in furthering this objective would include: language (modern and ancient), humanities, history, and cultural studies.

An understanding and appreciation of the arts provide aesthetic awareness. Some disciplines which might be helpful in furthering this objective would include: music, art, drama, and dance.

5. Values and Beliefs

Within the framework of the goals of general education is the assumption that students learn the distinction between facts and beliefs. Therefore, a study of how values are formed, transmitted and revised is desirable. Some disciplines which might be helpful in furthering this objective would include: philosophy, literature, music and art history, history and philosophy of science,

humanities, sociology, and world religions.

Beyond an understanding of the origin and meaning of values, it is helpful for students to identify the source of their own beliefs and to engage in a critical analysis of the basis of their personal moral and ethical choices. Some disciplines which might be helpful in furthering this objective would include: psychology, philosophy, and ethics.

All of the above disciplines are but examples of those which might be utilized to foster the objectives of general education within each of the sections and are not intended to be inclusive of all the disciplines which institutions might wish to utilize in carrying out their individual general education programs.

It is recommended that each State System institution carefully review its program of general education in view of establishing a capstone course or other experience toward the end of the student's baccalaureate degree program to determine the extent to which the goals of general education have been met. Some institutions might wish to offer a capstone course, some might wish to conduct a written or oral examination, whereas others might prefer to simply move part of the general education requirement to the upper-division level.

3.15.7 Inclusion of U.S. History and U.S. Government

All students graduating from institutions in the State System and awarded the associate or baccalaureate degree of any type must have completed at least six semester hours of college credit in U.S. history and U.S. government. Each of these courses should be general in nature and taught by qualified faculty from the discipline department on campus. Specialized courses do not satisfy the intent of the policy.

Approved April 15, 1994; Revised April 3, 1998; June 30, 1998; October 15, 1999; April 7, 2000; April 1, 2004.

APPENDIX B

Alignment of OU General Education Student Learning Outcomes (SLOs) and Oklahoma State Regents of Higher Education (OSRHE) General Education Core.

	OU General Education Student Learning Outcomes (SLOs)	Oklahoma State Regents of Higher Education General Education Core				
		Communication and Symbols.	Social, Political, and Economic Institutions.	Understanding Relationships in Nature and Science.	Understanding of Human Heritage and Culture.	Values and Beliefs.
1	SYMBOLIC AND ORAL COMMUNICATION (3-6 courses, 9-22 hours)	✓		✓		
2	NATURAL SCIENCE (2 courses, 7-8 hours)	✓		✓		
3	SOCIAL SCIENCE (2 courses, 6 hours)		✓	✓	✓	✓
4	HUMANITIES (4 courses, 12 hours)		✓		✓	✓
5	SENIOR CAPSTONE (1 course, 3 hours)					✓
6	UPPER DIVISION COURSE (1 course, 3 hours)					✓

APPENDIX C

Alignment of OU General Education Distribution Areas and Oklahoma State Regents of Higher Education (OSRHE) General Education Outcomes

	OU General Education Student Learning Outcomes (SLOs)	Oklahoma State Regents of Higher Education General Education Learning Outcomes							
		Appreciating and understanding diverse cultures and heritages.	Mastering multiple modes of inquiry, reasoning, and critical thinking.	Effectively analyzing and communicating information.	Recognizing the importance of creativity and values to the human spirit.	Understanding relationships within nature and science.	Developing responsible, ethical, and engaged citizens.	Promoting lifelong learning, wellness and personal enrichment.	Adapting to a constantly changing global society.
1	SYMBOLIC AND ORAL COMMUNICATION (3-6 courses, 9-22 hours)	✓	✓	✓		✓			
2	NATURAL SCIENCE (2 courses, 7-8 hours)		✓			✓			
3	SOCIAL SCIENCE (2 courses, 6 hours)	✓	✓				✓		✓
4	HUMANITIES (4 courses, 12 hours)	✓	✓	✓	✓		✓		✓
5	SENIOR CAPSTONE (1 course, 3 hours)	✓	✓	✓				✓	
6	UPPER DIVISION COURSE (1 course, 3 hours)		✓					✓	

OFFICE OF THE SENIOR VICE PRESIDENT AND PROVOST

The University Of Oklahoma

Norman Campus

Minutes

Provost's Advisory Committee for General Education Oversight
May 10, 2019
9:00 – 10:30 a.m.
Kaufman Hall 221B

Members in Attendance: Karl Rambo, Dora DiGiacinto, Curtis Jones, Robert Lauer, Duane Stock, Sepideh Stewart, Bruce Mason - **Ex Officio:** Glen Krutz (chair), Breck Turkington – **Administrative Staff Attending:** Felix Wao, Robert Scafe, Christina Norman, Mauve Kay – **Special Guest:** Jenel Cavazos

1. General Education Student Learning Outcomes
    a. Introductory remarks regarding General Education Assessment Workgroup's (GEAW) charge by Vice Provost Krutz.
    b. Brief account of the meetings held by Felix and Jenel with faculty teaching selected/key Gen Ed courses.
    c. Discussions and Q&A among PACGEO members regarding the GE student learning outcomes (SLOs) and the tentative timeline for implementation.
    d. Unanimous approval of the newly articulated GE SLOs by PACGEO.
2. Gen Ed Course Proposals
    a. ANTH 4073, *Anthropology of Jews and Jewishness* – Approved as Humanities: Non-Western Culture
    b. HON 2973, *Bugs, Thugs, and Science* – Approved as Natural History.
    c. HON 3993, *Sensory Manipulation: How Technology Exploits our Ancient Senses* – Conditionally approved with the following committee notes: Please provide a detailed list of class readings and how these will impact the weekly schedule for the course. Submit to Provost's Office for final review.

d. LSIS 3243, *Leadership in LGBTQ Studies* – Conditionally approved as Social Science with the following committee notes: Upper-division general education courses require a 10-page paper to be written by the individual student. Please revise to have each student submitting a 10-page writing assignment or justify how the contributions of individuals in the group assignment would satistfy the upper-division writing requirement. Committee would also like to note that upper-division general education courses must be taught by ranked faculty. Please revise and submit to Provost's Office for final review.

The UNIVERSITY *of* OKLAHOMA

PROPOSED STUDENT LEARNING OUTCOMES FOR THE GENERAL EDUCATION CURRICULUM

Learning Outcomes by Category:

1. **Communication Skills:** *Students will clearly and effectively communicate knowledge and ideas in written, oral, and visual/spatial forms appropriate to the general education subject area. They will engage with their audiences by actively reading, listening, reflecting, and responding to and delivering messages using a variety of formats.*

   Communication Skills Performance Indicators: students will:

   a) Demonstrate proficiency in listening, speaking, writing, and reading.
   b) Explain how the context in which a message is communicated influences its interpretation.
   c) Apply appropriate form and style to effectively and respectfully engage audiences using a variety of media.
   d) Write using a multi-step process of planning, critiquing, editing, and revising.

2. **Technology and Information Literacy:** *Students will demonstrate effective use of technology for communicating, researching, organizing, storing, accessing, and presenting information. They will locate, evaluate, organize, and use research material from a variety of sources, and will format and document material in a manner appropriate for the general education subject area.*

   Technology and Information Literacy Performance Indicators: students will:

   a) apply technology as appropriate for the general education subject area.
   b) describe unethical and illegal use of information, including copyright and privacy issues.
   c) identify appropriate sources of information for academic work.
   d) accurately cite a variety of sources, including electronic, visual, and print media.
   e) cite information to support ideas, hypotheses, and conclusions.

3. **Critical Analysis and Scientific Reasoning:** *Students will demonstrate the ability to integrate and analyze information from multiple perspectives, consider new solutions, and solve novel complex problems using methods appropriate for the general education subject area.*

   Critical Analysis and Scientific Reasoning Performance Indicators: students will:

   a) demonstrate reasoning by deduction, induction, and analogy.
   b) apply scientific methods as appropriate for the general education subject area.
   c) differentiate between scientific and non-scientific explanations.
   d) compare alternative explanations and their implications.
   e) summarize evidence presented in an argument.
   f) identify examples of the interaction between science and societal change.
   g) explain how the social and historical context in which a theory emerged influenced its development.

4. **Quantitative and Numerical Analysis:** *Students will apply principles and methods of quantitative and numerical analysis to solve problems and draw logical inferences. They will evaluate and interpret quantitative and numerical information across a broad range of scientific disciplines using methods appropriate for the general education subject area.*

   Quantitative and Numerical Analysis Performance Indicators: students will:

   a) analyze and interpret quantitative information from formulas, graphs, and tables.
   b) apply appropriate strategies of quantitative problem solving.
   c) express the relationship between mathematical representation and real-world application.

5. **Community, Culture, and Diversity:** *Students will demonstrate an understanding of the complexities of human culture, past and present, including an awareness of economic, environmental, political, ethical, and social issues facing both the local and global community. They will develop an understanding of the forces that contribute to the shaping of our cultural identities.*

   Culture and Diversity Performance Indicators: students will:

   a) describe the role of geographic and environmental factors in shaping today's world.
   b) summarize the process of value formation, transmission, and modification across cultures.
   c) compare and contrast the political, social, and/or economic institutions of the United States of America and the larger global community.
   d) explain the factors that contribute to the development of cultural identities.
   e) demonstrate an understanding of behaviors, ideas, beliefs, and values held by persons in situations other than one's own.

6. **Arts and Humanities:** *Students will explore a variety of creative works in the humanities and the arts, with an emphasis on the historical, cultural, and social contexts in which the works are created.*

   Arts and Humanities Performance Indicators: students will:

   a) summarize the creative process that underlies at least one major form of artistic expression.
   b) describe how the social and cultural environment influences the interpretation of works of art.
   c) identify influential and representative scholarly, literary, and artistic achievements of the past.
   d) critique creative works using knowledge of relevant aesthetic criteria or stylistic forms.
   e) critically analyze texts or cultural artifacts that reflect on perennial questions concerning the human experience.

Approved by the Provost's Advisory Committee on General Education Oversight (PACGEO)

Date: May 10, 2019.

General Education Assessment Survey

Dear Faculty Members,

I am contacting you today as the chair of the general education assessment workgroup on campus. Glen Krutz reached out to you a few days ago to give you some background on our work and to hopefully give you a heads-up that I would be reaching out to you.

The workgroup's task is to create an assessment plan for OU's general education curriculum and is required as part of OU's accreditation by Higher Learning Commission (HLC). The group has just completed articulation of a set of OU General Education student learning outcomes (SLOs) along with specific performance indicators for each SLO. The next part of the process includes aligning various OU general education courses with one or more performance indicators in each SLO and working with various professors to help plan the initial implementation of the assessment plan in Fall 2019 and Spring 2020. To accomplish this, we've identified a number of the most popular gen-ed classes across campus and we are now contacting lead professors to work with us on identifying a "major" or "signature" assignment that is already being used, or developing a new/appropriate measure, for assessing the new SLOs. Since university records show that you have taught one of the identified courses several times in the past two years, we were hoping you might help us gather data for the implementation phase of our plan.

To get started, we would be most appreciative if you would answer the following questions about your class. We are working on a tight deadline, so if possible, we would appreciate your responses by Monday, April 8th.

Thank you in advance for taking the time out of your already busy schedule to answer these questions and provide your feedback. The assessment process will work better if those teaching our general-education classes are involved in its creation and implementation, so your responses are incredibly valuable.

If you have any questions or further comments, please contact me at jcavazos@ou.edu or Felix Wao at wao@ou.edu. Thank you!

Jenel Cavazos

Listed below are names along with course numbers for the general education classes that are currently being taught and/or have been taught within the past 2 years. Please select your name and the course you're currently teaching and/or have taught within the past 2 years.

☐	A HI1113	Haltman, Kenneth	☐	ANTH1113	Pailes, Matthew
☐	B AD4013	Downs, Alexis	☐	B AD4013	Bolino, Ana
☐	BIOL1114	Lee, Eric	☐	BIOL1114	Shaw, Tarren
☐	CHEM1315	Odeleye, Oluwatobi	☐	COMM1113	Banas, John
☐	ECON1113	Burge, Gregory	☐	FR1115	Stewart, Alexander
☐	FR1115	Townsend, Audrey	☐	GEOG1114	Moreno, Hernan
☐	GEOG1114	Messick, Jennifer	☐	GEOL1114	Holloway, Gail
☐	HIST1483	Ferguson, Craig	☐	HIST1483	Malka, Adam
☐	HIST1493	Dupree, James	☐	HIST1493	Wrobel, David
☐	MATH1473	Andrews, Candace	☐	MUNM3113	Howard, David
☐	P SC1113	Rowlett, Melody	☐	P SC1113	Krutz, Glen
☐	P SC1113	Gaddie, Ronald	☐	PHIL1013	Bickel, Jewelle
☐	PHYS1114	Strauss, Michael	☐	PSY1113	Cavazos, Jenel
☐	SOC1113	Carl, John	☐	SOC1113	Wallace, Samantha

The following section provides descriptions of the six newly-articulated OU General Education student learning outcomes (SLOs) as well as performance indicators for each SLO. Performance indicators are general statements that indicate, at the minimum, what students should know and/or actions they should be able to perform upon completion of the general education courses.

For each SLO, please indicate how well each performance indicator aligns with the focus and/or contents of your course.

SLO#1: **COMMUNICATION SKILLS**

Description: *Students will clearly and effectively communicate knowledge and ideas in written, oral, and visual/spatial forms appropriate to the general education subject area. They will engage with their audiences by actively reading, listening, reflecting, and responding to and delivering messages using a variety of formats.*

Performance Indicators

	Best Aligned	Somewhat Aligned	Not Aligned
a) Demonstrate proficiency in listening, speaking, writing, and reading.	○	○	○
b) Explain how the context in which a message is communicated influences its interpretation	○	○	○
c) Apply proper form and style to engage audiences using a variety of media.	○	○	○
d) Write using a multi-step process of planning, critiquing, editing, and revising.	○	○	○

Assessment Methods: Please identify assessment method(s) you currently use in your course to address an aspect or aspects of the performance indicator(s). Indicate if you give a "major" or "signature" assignment or project (e.g., a mid-term or term project/paper) and/or other forms of assessment (e.g., class presentations, lab reports, examinations).

Assessment Methods for Communication Skills performance indicators *(please select all that apply):*

	Term Paper/project	Class Presentations	Lab Reports	Examinations
a) Demonstrate proficiency in listening, speaking, writing, and reading.	☐	☐	☐	☐
b) Explain how the context in which a message is communicated influences its interpretation.	☐	☐	☐	☐
c) Apply proper form and style to engage audiences using a variety of media.	☐	☐	☐	☐
d) Write using a multi-step process of planning, critiquing, editing, and revising.	☐	☐	☐	☐

If you use different and/or additional assessments to the ones indicated above, please describe briefly here:

_____

Would you be willing to adapt the assessments/assignments for use as a general education assessment measure?

- ○ Definitely yes
- ○ Probably yes
- ○ Probably not
- ○ Definitely not

SLO#2: **TECHNOLOGY AND INFORMATION LITERACY**

Description: *Students will demonstrate effective use of technology for communicating, researching, organizing, storing, accessing, and presenting information. They will locate, evaluate, organize, and use research material from a variety of sources, and will format and document material in a manner appropriate for the general education subject area.*

Performance Indicators

	Best Aligned	Somewhat Aligned	Not Aligned
a) apply technology as appropriate for the general education subject area.	○	○	○
b) describe unethical and illegal use of information, including copyright and privacy issues.	○	○	○
c) identify appropriate sources of information for academic work.	○	○	○
d) accurately cite a variety of sources, including electronic, visual, and print media.	○	○	○
e) cite information to support ideas, hypotheses, and conclusions.	○	○	○

Assessment Methods: Please identify assessment method(s) you currently use in your course to address an aspect or aspects of the performance indicator(s). Indicate if you give a "major" or "signature" assignment or project (e.g., a mid-term or term project/paper) and/or other forms of assessment (e.g., class presentations, lab reports, examinations).

Assessment Methods for Technology and Information Literacy performance indicators *(please select all that apply):*

	Term Paper/project	Class Presentations	Lab Reports	Examinations
a) apply technology as appropriate for the general education subject area.	☐	☐	☐	☐
b) describe unethical and illegal use of information, including copyright and privacy issues.	☐	☐	☐	☐
c) identify appropriate sources of information for academic work.	☐	☐	☐	☐
d) accurately cite a variety of sources, including electronic, visual, and print media.	☐	☐	☐	☐
e) cite information to support ideas, hypotheses, and conclusions.	☐	☐	☐	☐

If you use different and/or additional assessments to the ones indicated above, please describe briefly here:

_____

Would you be willing to adapt the assessments/assignments for use as a general education assessment measure?

- ○ Definitely yes
- ○ Probably yes
- ○ Probably not
- ○ Definitely not

SLO#3: **CRITICAL ANALYSIS AND SCIENTIFIC REASONING**

Description: *Students will demonstrate the ability to integrate and analyze information from multiple perspectives, consider new solutions, and solve novel complex problems using methods appropriate for the general education subject area.*

Performance Indicators

	Best Aligned	Somewhat Aligned	Not Aligned
a) demonstrate reasoning by deduction, induction, and analogy.	○	○	○
b) apply scientific methods as appropriate for the general education subject area.	○	○	○
c) differentiate between scientific and non-scientific explanations.	○	○	○
d) compare alternative explanations and their implications.	○	○	○
e) summarize evidence presented in an argument.	○	○	○
f) identify examples of the interaction between science and societal change.	○	○	○
g) explain how the social and historical context in which a theory emerged influenced its development.	○	○	○

Assessment Methods: Please identify assessment method(s) you currently use in your course to address an aspect or aspects of the performance indicator(s). Indicate if you give a "major" or "signature" assignment or project (e.g., a mid-term or term project/paper) and/or other forms of assessment (e.g., class presentations, lab reports, examinations).

Assessment Methods for Critical Analysis and Scientific Reasoning performance indicators *(please select all that apply):*

	Term Paper/project	Class Presentations	Lab Reports	Examinations
a) demonstrate reasoning by deduction, induction, and analogy.	☐	☐	☐	☐
b) apply scientific methods as appropriate for the general education subject area.	☐	☐	☐	☐
c) differentiate between scientific and non-scientific explanations.	☐	☐	☐	☐
d) compare alternative explanations and their implications.	☐	☐	☐	☐
e) summarize evidence presented in an argument.	☐	☐	☐	☐
f) identify examples of the interaction between science and societal change.	☐	☐	☐	☐
g) explain how the social and historical context in which a theory emerged influenced its development.	☐	☐	☐	☐

If you use different and/or additional assessments to the ones indicated above, please describe briefly here:

_____

Would you be willing to adapt the assessments/assignments for use as a general education assessment measure?

- ○ Definitely yes
- ○ Probably yes
- ○ Probably not
- ○ Definitely not

SLO #4: **QUANTITATIVE AND NUMERICAL ANALYSIS**

Description: *Students will apply principles and methods of quantitative and numerical analysis to solve problems and draw logical inferences. They will evaluate and interpret quantitative and numerical information across a broad range of scientific disciplines using methods appropriate for the general education subject area.*

Performance Indicators

	Best Aligned	Somewhat Aligned	Not Aligned
a) analyze and interpret quantitative information from formulas, graphs, and tables.	○	○	○
b) apply appropriate strategies of quantitative problem solving.	○	○	○
c) express the relationship between mathematical representation and real-world application.	○	○	○

Assessment Methods: Please identify assessment method(s) you currently use in your course to address an aspect or aspects of the performance indicator(s). Indicate if you give a "major" or "signature" assignment or project (e.g., a mid-term or term project/paper) and/or other forms of assessment (e.g., class presentations, lab reports, examinations).

Assessment Methods for Quantitative and Numerical Analysis performance indicators *(please select all that apply):*

	Term Paper/project	Class Presentations	Lab Reports	Examinations
a) analyze and interpret quantitative information from formulas, graphs, and tables.	☐	☐	☐	☐
b) apply appropriate strategies of quantitative problem solving.	☐	☐	☐	☐
c) express the relationship between mathematical representation and real-world application.	☐	☐	☐	☐

If you use different and/or additional assessments to the ones indicated above, please describe briefly here:

_____

Would you be willing to adapt the assessments/assignments for use as a general education assessment measure?

- ○ Definitely yes
- ○ Probably yes
- ○ Probably not
- ○ Definitely not

SLO #5: **COMMUNITY, SCIENCE AND DIVERSITY**

Description: *Students will demonstrate an understanding of the complexities of human culture, past and present, including an awareness of economic, environmental, political, ethical, and social issues facing both the local and global community. They will develop an understanding of the forces that contribute to the shaping of our cultural identities.*

Performance Indicators

	Best Aligned	Somewhat Aligned	Not Aligned
a) describe the role of geographic and environmental factors in shaping today's world.	○	○	○
b) summarize the process of value formation, transmission, and modification across cultures.	○	○	○
c) compare and contrast the political, social, and/or economic institutions of the United States of America and the larger global community.	○	○	○
d) explain the factors that contribute to the development of cultural identities.	○	○	○
e) demonstrate an understanding of behaviors, ideas, beliefs, and values held by persons in situations other than one's own.	○	○	○

Assessment Methods: Please identify assessment method(s) you currently use in your course to address an aspect or aspects of the performance indicator(s). Indicate if you give a "major" or "signature" assignment or project (e.g., a mid-term or term project/paper) and/or other forms of assessment (e.g., class presentations, lab reports, examinations).

Assessment Methods for Community, Science and Diversity performance indicators *(please select all that apply):*

	Term Paper/project	Class Presentations	Lab Reports	Examinations
a) describe the role of geographic and environmental factors in shaping today's world.	☐	☐	☐	☐
b) summarize the process of value formation, transmission, and modification across cultures.	☐	☐	☐	☐
c) compare and contrast the political, social, and/or economic institutions of the United States of America and the larger global community.	☐	☐	☐	☐
d) explain the factors that contribute to the development of cultural identities.	☐	☐	☐	☐
e) demonstrate an understanding of behaviors, ideas, beliefs, and values held by persons in situations other than one's own.	☐	☐	☐	☐

If you use different and/or additional assessments to the ones indicated above, please describe briefly here:

_____

Would you be willing to adapt the assessments/assignments for use as a general education assessment measure?

- ○ Definitely yes
- ○ Probably yes
- ○ Probably not
- ○ Definitely not

SLO #6: **ARTS AND HUMANITIES**

Description: *Students will explore a variety of creative works in the humanities and the arts, with an emphasis on the historical, cultural, and social contexts in which the works are created.*

Performance Indicators

	Best Aligned	Somewhat Aligned	Not Aligned
a) summarize the creative process that underlies at least one major form of artistic expression.	○	○	○
b) describe how the social and cultural environment influences the interpretation of works of art.	○	○	○
c) identify influential and representative scholarly, literary, and artistic achievements of the past.	○	○	○
d) critique creative works using knowledge of relevant aesthetic criteria or stylistic forms.	○	○	○
e) critically analyze texts or cultural artifacts that reflect on perennial questions concerning the human experience.	○	○	○

Assessment Methods: Please identify assessment method(s) you currently use in your course to address an aspect or aspects of the performance indicator(s). Indicate if you give a "major" or "signature" assignment or project (e.g., a mid-term or term project/paper) and/or other forms of assessment (e.g., class presentations, lab reports, examinations).

Assessment Methods for Arts and Humanities performance indicators *(please select all that apply):*

	Term Paper/project	Class Presentations	Lab Reports	Examinations
a) summarize the creative process that underlies at least one major form of artistic expression.	☐	☐	☐	☐
b) describe how the social and cultural environment influences the interpretation of works of art.	☐	☐	☐	☐
c) identify influential and representative scholarly, literary, and artistic achievements of the past.	☐	☐	☐	☐
d) critique creative works using knowledge of relevant aesthetic criteria or stylistic forms.	☐	☐	☐	☐
e) critically analyze texts or cultural artifacts that reflect on perennial questions concerning the human experience.	☐	☐	☐	☐

If you use different and/or additional assessments to the ones indicated above, please describe briefly here:

_____

Would you be willing to adapt the assessments/assignments for use as a general education assessment measure?

- ○ Definitely yes
- ○ Probably yes
- ○ Probably not
- ○ Definitely not

Please attach a copy of your syllabus. We are reviewing the syllabi to help ensure that the newly-articulated OU Gen Ed student learning outcomes align appropriately with the content actually being taught in general-education courses.

As you know, faculty involvement is crucial to the success of the assessment of general education. In light of this, we would very much like to meet briefly with you, preferably soon, to discuss the current major or signature assignments and/or examinations given in your class. Please select the days/times that work best for you to have a short meeting (20-30 minutes).

_____

Please provide comments/feedback you have regarding any of the above general education SLOs, performance indicators, or the general education assessment process.

_____

_____

_____

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OU General Education Assessment Plan

APPENDIX G

Curriculum Map

STUDENT LEARNING OUTCOME (SLO) CATEGORY: Communication

Students will clearly and effectively communicate knowledge and ideas in written, oral, and visual/spatial forms appropriate to the general education subject area. They will engage with their audiences by actively reading, listening, reflecting, and responding to and delivering messages using a variety of formats.

	Communication Skills Performance Indicators	Additional Info for each Performance Indicator	Selected General Education Courses							
			ENGL 1113 & 1213 Principles of English Composition	COMM 1113 Principles of Communication	BIO 1114 Intro Zoology	HIST 1483 US 1492-1865	MATH 1473 Math-Critical Thinking	P SC 1113 American Federal Government	SOC 1113 Intro to Sociology	CHEM 1315 General Chemistry
a)	**Demonstrate proficiency in listening, speaking, writing, and reading.**	The course: *Introduces* (**I**), *Reinforces* (**R**), or Provides *Mastery* (**M**)	I	I	I	I	I	I		
		Direct Assessment Methods	Writing Project and Formal Speech	Paper Project and Oral Presentation	Lab Reports	Western History Collection; OK History Center Assignments	Research Project	Policy Paper Project		
b)	**Explain how the context in which a message is communicated influences its interpretation.**	The course: *Introduces* (**I**), *Reinforces* (**R**), or Provides *Mastery* (**M**)	I	I	I	I			I	
		Direct Assessment Methods	Writing Project and Formal Speech	Paper Project and Oral Presentation	Lab Reports	Western History Collection; OK History Center Assignments			Annotated Bibliography Paper	
c)	**Use proper form and style to engage audiences using a variety of media.**	The course: *Introduces* (**I**), *Reinforces* (**R**), or Provides *Mastery* (**M**)	I	I	I			I		
		Direct Assessment Methods	Writing Project and Formal Speech	Paper Project and Oral Presentation	Lab Reports			Policy Paper Project		
d)	**Write using a multi-step process of planning, critiquing, editing, and revising.**	The course: *Introduces* (**I**), *Reinforces* (**R**), or Provides *Mastery* (**M**)	I	I	I		I			I
		Direct Assessment Methods	Writing Project and Formal Speech	Paper Project and Oral Presentation	Lab Reports		Research Project			Final Lab Report

STUDENT LEARNING OUTCOME (SLO) CATEGORY: Technology and Information Literacy

Students will demonstrate effective use of technology for communicating, researching, organizing, storing, accessing, and presenting information. They will locate, evaluate, organize, and use research material from a variety of sources, and will format and document material in a manner appropriate for the general education subject area.

	Technology and Information Literacy Skills Performance Indicators	Additional Info for each Performance Indicator	Selected General Education Courses					
			BIO 1114 Intro Zoology	MATH 1473 Math-Critical Thinking	P SC 1113 American Federal Government	SOC 1113 Intro to Sociology	PSY 1113 Elements of Psychology	CHEM 1315 General Chemistry
a)	**Use technology as appropriate for the general education subject area.**	The course: *Introduces* (**I**), *Reinforces* (**R**), or Provides *Mastery* (**M**)	I	I		I	I	
		Direct Assessment Methods	Lab Reports	Research Project		Annotated Bibliography Paper	Infographic Myths Assignment	
b)	**Recognize unethical and illegal use of information, including copyright and privacy issues.**	The course: *Introduces* (**I**), *Reinforces* (**R**), or Provides *Mastery* (**M**)	I					
		Direct Assessment Methods	Lab Reports					
c)	**Identify appropriate sources of information for academic work.**	The course: *Introduces* (**I**), *Reinforces* (**R**), or Provides *Mastery* (**M**)	I	I	I			
		Direct Assessment Methods	Lab Reports	Research Project	Policy Paper Project			
d)	**Accurately cite a variety of sources, including electronic, visual, and print media.**	The course: *Introduces* (**I**), *Reinforces* (**R**), or Provides *Mastery* (**M**)	I		I	I		
		Direct Assessment Methods	Lab Reports		Policy Paper Project	Annotated Bibliography Paper		
e)	**Use cited information to support ideas, hypotheses, and conclusions.**	The course: *Introduces* (**I**), *Reinforces* (**R**), or Provides *Mastery* (**M**)	I	I	I	I	I	I
		Direct Assessment Methods	Lab Reports	Research Project	Policy Paper Project	Annotated Bibliography Paper	Infographic Myths Assignment	Final Lab Report

STUDENT LEARNING OUTCOME (SLO) CATEGORY: Critical Analysis and Scientific Reasoning

Students will demonstrate the ability to integrate and analyze information from multiple perspectives, consider new solutions, and solve novel complex problems using methods appropriate for the general education subject area.

	Critical Analysis and Scientific Reasoning Skills Performance Indicators	Additional Info for each Performance Indicator	Selected General Education Courses						
			BIO 1114 Intro Zoology	ECON 1113 Principles of Economics-Macro	ECON 2843 Elements of Statistics	GEOG 1114 Physical Geography	P SC 1113 American Federal Government	SOC 1113 Intro to Sociology	PSY 1113 Elements of Psychology
a)	**Demonstrate reasoning by deduction, induction, and analogy.**	The course: *Introduces* (**I**), *Reinforces* (**R**), or Provides *Mastery* (**M**)	I	I	R	I	I	I	I
		Direct Assessment Methods	Lab Reports	Exams (Multiple-choice)	Exams (Multiple-choice) and In-Class Quizzes	Exams (Multiple-choice)	Policy Paper Project	Annotated Bibliography Project	Infographic Myths Assignment
b)	**Apply scientific methods as appropriate for the general education subject area.**	The course: *Introduces* (**I**), *Reinforces* (**R**), or Provides *Mastery* (**M**)	I	I	R	I			
		Direct Assessment Methods	Lab Reports	Exams (Multiple-choice)	Exams (Multiple-choice) and In-Class Quizzes	Exams (Multiple-choice)			
c)	**Differentiate between scientific and non-scientific explanations.**	The course: *Introduces* (**I**), *Reinforces* (**R**), or Provides *Mastery* (**M**)	I	I		I			
		Direct Assessment Methods	Lab Reports	Exams (Multiple-choice)		Exams (Multiple-choice)			
d)	**Compare alternative explanations and their implications.**	The course: *Introduces* (**I**), *Reinforces* (**R**), or Provides *Mastery* (**M**)	I	I		I	I	I	I
		Direct Assessment Methods	Lab Reports	Exams (Multiple-choice)		Exams (Multiple-choice)	Policy Paper Project	Annotated Bibliography Project	Infographic Myths Assignment
e)	**Summarize evidence presented in an argument.**	The course: *Introduces* (**I**), *Reinforces* (**R**), or Provides *Mastery* (**M**)	I	I		I	I	I	I
		Direct Assessment Methods	Lab Reports	Exams (Multiple-choice)		Exams (Multiple-choice)	Policy Paper Project	Annotated Bibliography Project	Infographic Myths Assignment
f)	**Identify examples of the interaction between science and societal change.**	The course: *Introduces* (**I**), *Reinforces* (**R**), or Provides *Mastery* (**M**)				I		I	
		Direct Assessment Methods				Exams (Multiple-choice)		Annotated Bibliography Project	
g)	**Explain how the social and historical context in which a theory emerged influenced its development.**	The course: *Introduces* (**I**), *Reinforces* (**R**), or Provides *Mastery* (**M**)					I	I	
		Direct Assessment Methods					Policy Paper Project	Annotated Bibliography Project	

STUDENT LEARNING OUTCOME (SLO) CATEGORY: Quantitative and Numerical Analysis

Students will apply principles and methods of quantitative and numerical analysis to solve problems and draw logical inferences. They will evaluate and interpret quantitative and numerical information across a broad range of scientific disciplines using methods appropriate for the general education subject area.

	Quantitative and Numerical Analysis Skills Performance Indicators	Additional Info for each Performance Indicator	Selected General Education Courses							
			BIO 1114 Intro Zoology	CHEM 1315 General Chemistry	ECON 1113 Principles of Economics-Macro	ECON 2843 Elements of Statistics	GEOG 1114 Physical Geography	P SC 1113 American Federal Government	MATH 1473 Math-Critical Thinking	SOC 1113 Intro to Sociology
a)	**Analyze and interpret quantitative information from formulas, graphs, and tables.**	The course: *Introduces* (**I**), *Reinforces* (**R**), or Provides *Mastery* (**M**)	I	I	I	R	I	I	I	I
		Direct Assessment Methods	Lab Reports	Final Lab Report	Exams (Multiple-choice)	Exams (Multiple-choice) and In-Class Quizzes	Exams (Multiple-choice) and Lab Reports	Exams (Multiple-choice)	Research Project	Annotated Bibliography Project
b)	**Apply appropriate strategies of quantitative problem solving.**	The course: *Introduces* (**I**), *Reinforces* (**R**), or Provides *Mastery* (**M**)	I	I	I		I	I	I	
		Direct Assessment Methods	Lab Reports	Final Lab Report	Exams (Multiple-choice)		Exams (Multiple-choice) and Lab Reports	Exams (Multiple-choice)	Research Project	
c)	**Express the relationship between mathematical representation and real-world application.**	The course: *Introduces* (**I**), *Reinforces* (**R**), or Provides *Mastery* (**M**)	I		I	R	I	I	I	I
		Direct Assessment Methods	Lab Reports		Exams (Multiple-choice)	Exams (Multiple-choice) and In-Class Quizzes	Exams (Multiple-choice) and Lab Reports	Exams (Multiple-choice)	Research Project	Annotated Bibliography Project

STUDENT LEARNING OUTCOME (SLO) CATEGORY: Community, Culture, and Diversity

Students will demonstrate an understanding of the complexities of human culture, past and present, including an awareness of economic, environmental, political, ethical, and social issues facing both the local and global community. They will develop an understanding of the forces that contribute to the shaping of our cultural identities.

	Community, Culture, and Diversity Skills Performance Indicators	Additional Info for each Performance Indicator	Selected General Education Courses						
			COMM 2003 Communications-Non-Western Cultures	ENGL 1113 & 1213 Principles of English Composition	ECON 1113 Principles of Economics-Macro	MTHR 1713 Understanding Visual Theatre	P SC 1113 American Federal Government	SOC 1113 Intro to Sociology	PSY 1113 Elements of Psychology
a)	**Describe the role of geographic and environmental factors in shaping today's world.**	The course: *Introduces* (**I**), *Reinforces* (**R**), or Provides *Mastery* (**M**)	I		I			I	
		Direct Assessment Methods	Paper Project		Exams (Multiple-choice)			Annotated Bibliography Paper	
b)	**Summarize the process of value formation, transmission, and modification across cultures.**	The course: *Introduces* (**I**), *Reinforces* (**R**), or Provides *Mastery* (**M**)	I					I	
		Direct Assessment Methods	Paper Project					Annotated Bibliography Paper	
c)	**Compare and contrast the political, social, and/or economic institutions of the United States of America and the larger global community.**	The course: *Introduces* (**I**), *Reinforces* (**R**), or Provides *Mastery* (**M**)	I		I	I	I	I	
		Direct Assessment Methods	Paper Project		Exams (Multiple-choice)	Writing Critiques, Oral/Visual Comm	Polcy Paper/Project	Annotated Bibliography Paper	
d)	**Explain the factors that contribute to the development of cultural identities.**	The course: *Introduces* (**I**), *Reinforces* (**R**), or Provides *Mastery* (**M**)	I	I		I	I	I	
		Direct Assessment Methods	Paper Project	Writing Project and Formal Speech		Writing Critiques, Oral/Visual Comm	Policy Paper/Project	Annotated Bibliography Paper	
e)	**Demonstrate an understanding of behaviors, ideas, beliefs, and values held by persons in situations other than one's own.**	The course: *Introduces* (**I**), *Reinforces* (**R**), or Provides *Mastery* (**M**)	I	I		I	I	I	I
		Direct Assessment Methods	Paper Project	Writing Project and Formal Speech		Writing Critiques, Oral/Visual Comm	Policy Paper/Project	Annotated Bibliography Paper	Mental Illness Blog

STUDENT LEARNING OUTCOME (SLO) CATEGORY: Arts and Humanities

Students will explore a variety of creative works in the humanities and the arts, with an emphasis on the historical, cultural, and social contexts in which the works are created.

	Arts and Humanities Performance Indicators	Additional Info for each Performance Indicator	Selected General Education Courses	
			DRAM 1713 Understanding the Theatre	MTHR 1713 Understanding Visual Theatre
a)	**Summarize the creative process that underlies at least one major form of artistic expression.**	The course: *Introduces* (**I**), *Reinforces* (**R**), or Provides *Mastery* (**M**)	I	I
		Direct Assessment Methods	Essays	Writing Critiques, Oral/Visual Comm
b)	**Describe how the social and cultural environment influences the interpretation of works of art.**	The course: *Introduces* (**I**), *Reinforces* (**R**), or Provides *Mastery* (**M**)		I
		Direct Assessment Methods		Writing Critiques, Oral/Visual Comm
c)	**Identify influential and representative scholarly, literary, and artistic achievements of the past.**	The course: *Introduces* (**I**), *Reinforces* (**R**), or Provides *Mastery* (**M**)		I
		Direct Assessment Methods		Writing Critiques, Oral/Visual Comm
d)	**Critique creative works using knowledge of relevant aesthetic criteria or stylistic forms.**	The course: *Introduces* (**I**), *Reinforces* (**R**), or Provides *Mastery* (**M**)	I	I
		Direct Assessment Methods	Essays	Writing Critiques, Oral/Visual Comm
e)	**Critically analyze texts or cultural artifacts that reflect on perennial questions concerning the human experience.**	The course: *Introduces* (**I**), *Reinforces* (**R**), or Provides *Mastery* (**M**)	I	I
		Direct Assessment Methods	Essays	Writing Critiques, Oral/Visual Comm

APPENDIX H

Timeline for the Initial Piloting and Full/Continuous Assessment of the General Education SLOs

<table>
<tr><th colspan="2" rowspan="3">General Education Student Learning Outcomes (SLOs)</th><th colspan="8">Timeline for Assessing SLOs in Selected General Education Courses</th></tr>
<tr><th rowspan="2">Summer 2019</th><th colspan="3">Phase 1 (Initial Piloting)</th><th colspan="4">Phase 2 (Full/Continuous Implementation)*</th></tr>
<tr><th>Fall 2019</th><th>Spring 2020</th><th>Fall 2020</th><th>Spring 2021</th><th>Fall 2021</th><th>Spring 2022</th><th>Fall 2022</th></tr>
<tr><td>1</td><td>Communication skills</td><td rowspan="2">Develop rubrics for:
1. Communication skills.
2. Quantitative & Numerical Analysis skills.

Design of General Education Survey to be administered in all GE courses.</td><td>Norming & implementation of rubrics in:
1. ENGL 1113 & 1213
2. COMM 1113</td><td colspan="3" rowspan="2">1. Review of assessment results from Fall 2019.
2. Discussions of recommendations and action plans to be implemented for continuous improvement of various aspects of the GE curriculum/program. This will help with preparations for Phase 2 of full/continuous implementation of the GE Assessment Plan.</td><td rowspan="2">Specific courses to be determined.</td><td colspan="2" rowspan="2">1. Review of assessment results from Spring 2021.
2. Discussions of Recommendations and action plans for continuous improvement.</td><td rowspan="2">Specific courses to be determined.</td></tr>
<tr><td>2</td><td>Quantitative and Numerical Analysis skills</td><td>1. PSY 1113 **
2. MATH 1473
3. ECON 1113**</td></tr>
<tr><td>3</td><td>Community, Culture and Diversity</td><td rowspan="2"></td><td rowspan="2">Develop rubrics for:
1. Community, Culture & Diversity.
2. Technology & Information Literacy Skills.</td><td>Norming & implementation of rubrics in:
1. COMM 2003
2. ENGL 1113 & 1213
3. PSY 1113**</td><td colspan="2" rowspan="2">1. Review of assessment results from Spring 2020.
2. Discussions of recommendations and action plans to be implemented for continuous improvement of various aspects of the GE curriculum/program. This will help with preparations for Phase 2 of full/continuous implementation of the GE Assessment Plan.</td><td rowspan="2">Specific courses to be determined.</td><td colspan="2" rowspan="2">1. Review of assessment results from Fall 2021.
2. Discussions of Recommendations and action plans for continuous improvement.</td></tr>
<tr><td>4</td><td>Critical Analysis and Scientific Reasoning skills</td><td>Norming & implementation of rubrics in:
1. GEOG 1113
2. SOC 1113</td></tr>
<tr><td>5</td><td>Technology and Information Literacy skills</td><td></td><td></td><td rowspan="2">Develop rubrics for:
1. Critical Analysis & Scientific Reasoning skills.
2. Arts & Humanities.</td><td>Norming & implementation of rubrics in:
1. BIOL 1114
2. P SC 1113</td><td rowspan="2">1. Review of assessment results from Fall 2020.
2. Discussions of recommendations and action plans to be implemented for continuous improvement of various aspects of the GE curriculum/program. This will help with preparations for Phase 2 of full/continous implementation of the GE Assessment Plan.</td><td rowspan="2">Specific courses to be determined.</td><td rowspan="2">1. Review of assessment results from Spring 2022.
2. Discussions of Recommendations and action plans for continuous improvement.</td></tr>
<tr><td>6</td><td>Arts and Humanities</td><td></td><td></td><td>Norming & implementation of rubrics in:
1. DRAM 1713
2. MTHR 1713</td></tr>
</table>

* *Assessment of the general education SLOs beginning from Phase 2 (Full/continuous implementation) will focus on additional/different general education courses (including upper-level GE courses) to be identified in conjunction with Faculty. There is, however, a chance that a few of the courses in the initial piloting will be assessed again during Phase 2.*

** *These courses do not require rubrics as assessment of the SLOs will be based on the already existing multiple-choice examinations developed and administered by Faculty in their respective courses at the end of each semester.*