GENERAL EDUCATION ASSESSMENT GUIDE
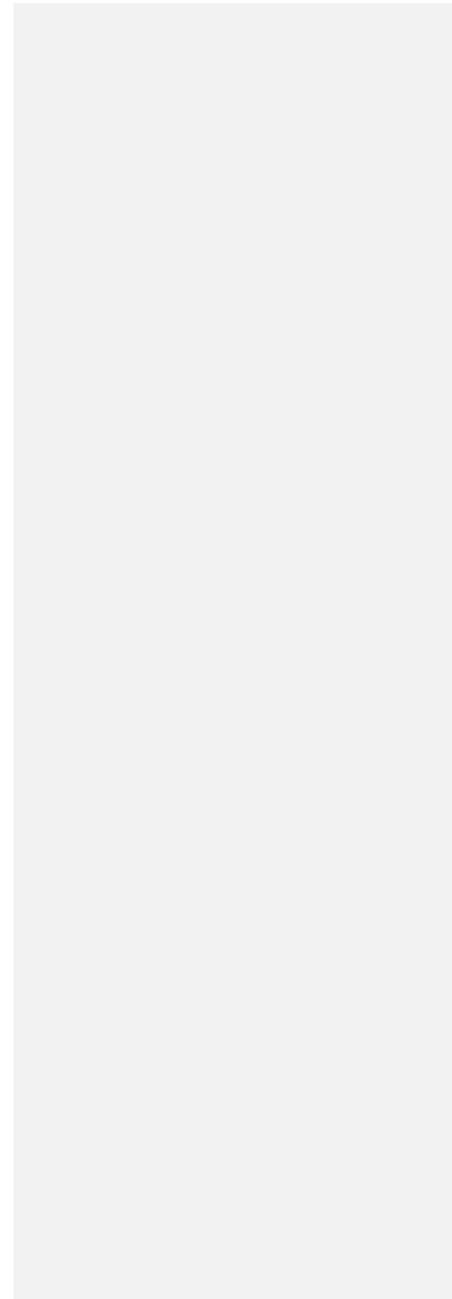
SHIPPENSBURG UNIVERSITY

2007

SHIPPENSBURG UNIVERSITY GENERAL EDUCATION PROGRAM
ASSESSMENT PLAN 2007

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SHIPPENSBURG UNIVERSITY GENERAL EDUCATION ASSESSMENT DOCUMENT
Spring 2007

The primary purpose of this document is to provide the information necessary for the assessment of the General Education program. The General Education Coordinating Committee has reviewed and approved it.

Mission[1]

The mission of General Education at Shippensburg University is

- to ensure an emphasis on liberal education at the University; and
- to provide breadth in the student's education, allowing the student to become an informed and literate member of society.

Liberal education

1. Has its foundation in study within and across the arts and sciences;
2. Provides education beyond the mere acquisition of specific knowledge and skills;
3. Prepares students to think, communicate, and understand broad issues beyond their major field of study, beyond their geographic locality, and beyond their own position in society;
4. Prepares students for the challenges and choices they face throughout their lives, in all their various roles;
5. Prepares students for life-long learning; and
6. Provides skills, values, awareness, understanding, perspective, and appreciation for continuing growth in a rapidly changing world.

Goals

After completing the General Education program, students should be able to

1. Demonstrate effective reading, writing, oral communications, and critical thinking;
2. Demonstrate an understanding of ideas, events, persons and creative expressions from history;
3. Use numerical data and mathematical methods for analysis and problem solving;
4. Find and use information using abstract logical thinking, inductive reasoning, and critical analysis;
5. Demonstrate an appreciation of and experience with literature and the arts;
6. Demonstrate a basic understanding of the natural sciences and their significance in contemporary society;
7. Demonstrate an awareness of the social, economic, political, and environmental interdependence of countries and regions of the world;
8. Demonstrate an understanding of the social sciences and their significance in contemporary society; and
9. Demonstrate an understanding of how people's experience and perspectives are shaped by gender, ethnicity, culture, and other factors.

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[1] The mission, description of liberal education, and goals of this document are taken from the SSHE Board of Governors Policy 1993-01, and from the current SU catalog, adapted to the current structure of general education at SU.

General Education Skills and Competencies Courses

Goals 1 through 3 (page 3) are currently addressed through the skills and competencies courses of the General Education program. This section provides descriptions, learning objectives, assessment rubrics, and assessment report forms for those categories.

Writing-Intensive First-Year Seminar

The Writing-Intensive First-Year Seminar is an interactive course designed to introduce students to thought-provoking texts and subjects. The seminar assists students in developing four basic skills: writing, reading, discussion, and critical thinking. Students learn to communicate more effectively as writers; they also learn to read, discuss, and think more deeply and successfully. The seminars introduce students to some university resources, such as the library and the Learning Center. The Writing-Intensive First-Year Seminar assists students in making the transition from high school to the university by providing a small, interactive writing-intensive course.   The learning objectives are assessed through the Common Final Assignment instrument.

Learning Objectives

Upon successful completion of the course the student will be able to

1. Understand writing as a recursive process of discovery, drafting, revision and editing;
2. Write essays that meet conventional academic expectations for clarity, organization, paragraphing, and grammatical control;
3. Discover and develop a thesis or main idea that is supported by examples and/or evidence;
4. Conduct academic research and to integrate ideas and knowledge from sources into the students' own writing;
5. Avoid plagiarism by properly quoting, paraphrasing and summarizing sources and documenting them according to a respected academic style such as MLA;
6. Comprehend and analyze college-level readings;
7. Demonstrate analytical and critical thinking skills; and
8. Engage in a college-level discussion.

Assessment Plan

The WIFYS (Writing-Intensive First-Year Seminar) Common Final Writing Assignment is designed to assess objectives 1-5 above directly; however, the others have all contributed to the success of the writing being assessed. Students must read a common text and analyze it with peers in a classroom setting. They must demonstrate their critical thinking and discussion skills in preparation for the individual writing that occurs during the final exam time. The English Department assesses 100% of the students in WIFYS every year.

WIFYS Scoring Rubric

The complete assignment, including readings and the prompt, are included in this report. The essay is written during the final exam period. The common scoring rubric is below:
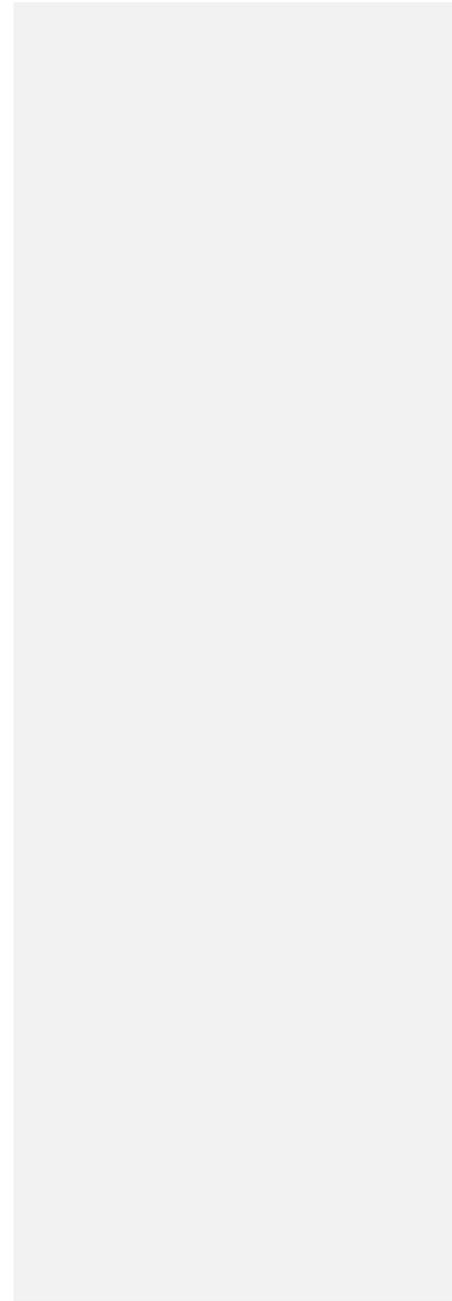
RUBRIC FOR EVALUATING THE COMMON FINAL WRITING ASSIGNMENT

WRITING GOAL	0 FAILING	1 UNSATISFACTORY	2 SATISFACTORY	3 GOOD	4 EXCELLENT
Does the essay show **critical and analytical** thinking?	Critical and/or analytical thinking is not obvious anywhere in the essay.	Response to the readings shows only occasional moments of critical and/or analytical thinking.	Acceptable engagement with the readings shows critical and/or analytical thinking.	Competent engagement with the readings clearly shows critical and analytical thinking.	Sophisticated engagement with the readings clearly shows sustained critical and analytical thinking.
Does the essay unfold in an **organized manner** that supports a main idea or ideas?	Disorganized essay jumps from topic to topic without any evidence of a main idea or ideas.	Essay addresses a main idea or ideas, but organization does not support their development.	Essay is developed around a main idea or ideas, though organizational structure may not be consistent throughout.	Organizational structure clearly develops and supports a main idea or ideas.	Effective organizational structure clearly and consistently develops and supports a main idea or ideas.
Does the essay **integrate ideas from the source readings**?	No ideas from the readings are evident in the essay.	Ideas from the readings are mentioned in the essay, but without any quotes or paraphrases.	Some short quotes or paraphrases from the readings are included in the essay, though not smoothly integrated.	Many short quotes or paraphrases from the readings are integrated correctly into the essay.	Short quotes and paraphrases from the readings are frequently, creatively and effectively integrated into the essay.
Does the essay show college-level **confidence and/or voice**?	Complete lack of confidence or voice.	Level of confidence and/or voice in the essay is not notable.	Occasionally hesitant or vague, but overall sense of confidence and voice suggests college-level writing.	Clear sense of confidence and voice appropriate to college-level writing.	Strong sense of confidence and voice that engages the reader and shows command of college-level writing.
Does the essay meet **conventional expectations** for clarity, paragraphing and grammatical control?	Essay fails to meet even minimal conventional expectations for clarity, paragraphing and grammar.	Word choice and usage often incorrect, syntax can be difficult to follow, frequent distracting grammatical mistakes, and lack of organization within and among paragraphs.	Essay shows some incorrect word choices and usage errors, though syntax clear enough for comprehension. Occasional grammatical mistakes do not distract from comprehension. Paragraphs may not all be coherent.	Essay shows good word choice, appropriate usage, generally clear syntax, consistent grammatical control, and coherent paragraphs.	Essay shows impressive word choice, correct usage, clear syntax, nearly flawless grammatical control, and coherent paragraphs.

Writing-Intensive First-year Seminar

Course Assessed			Number of sections assessed		Total number of students assessed					
Learning Objectives	0 Failing		1 Unsatisfactory		2 Satisfactory		3 Good		4 Excellent	
	#	%	#	%	#	%	#	%	#	%
Critical and Analytical Thinking										
Organization										
Integration of Source Materials										
Confidence and Voice										
Conventions										
Average Range of all students assessed										
Comments										

Please attach as an Appendix the actual assessment instrument you used to collect this data.

World History I and II

World History I and II are included as mandatory courses in the Required Skills and Competencies Category of General Education. These courses help students acquire a basic cultural awareness through historical perspective. A basic competency in the skills associated with World History I and II is essential to comprehend our complex and diverse world and to participate in it. The skills and knowledge acquired while completing these classes serve as major pillars in the general education curriculum and the student's entire academic experience. The world history requirement provides an awareness of how the past shapes current issues and conditions. These classes lay the scaffolding of broad cultural and intellectual awareness that facilitate continued student success in both the General Education program and the curricula associated with specific majors. World History I and World History II have the following specific learning objectives:

Learning Objectives

After completing World History I, students should demonstrate the following:
1.a. A foundational understanding of world history to 1500;
1.b. An ability to write clearly and think critically about world history to 1500;and
1.c. An ability to analyze historical events and trends effectively.

After completing World History II, students should demonstrate the following:

2.a. A foundational understanding of world history since 1500;
2.b. An ability to write clearly and think critically about world history since 1500; and
2.c. An ability to analyze historical events and trends effectively.

Assessment Plan

The History-Philosophy Department assesses World History I and II in relationship to these objectives. This assessment consists of a pretest and posttest that the department annually administers to all students in either World History I or World History II on a two-year cycle. The department then evaluates a random sample (based on a list of first-year students that Institutional Research and Planning provides the department) of student pretests and posttests and compares the performances of students on each.

Rubric for World History I

Program Intended Learning Objectives	Excellent	Good	Satisfactory	Unsatisfactory
After completing World History I, students should demonstrate the following:				
1a. A foundational understanding of world history to 1500.	Response includes five events/trends, all of which are clearly and accurately explained and are reflective of world history's broad sweep.	Response includes five events/trends, the majority of which are clearly and accurately explained and reflective of world history's broad sweep.	Response includes four or five events/trends, some of which are clearly and accurately explained and are reflective of world history's broad sweep.	Response includes fewer than four events/trends, or the majority of examples are not clearly and accurately explained or not reflective of world history's broad sweep.
1b. An ability to write clearly and think critically about world history to 1500.	Grammar, style, and organization facilitate both superior clarity in the essay and the communication of complex ideas.	Grammar, style, and organization facilitate both clarity in the essay and the communication of major concepts.	Grammar, style, and organization facilitate both partial clarity in the essay and the communication of some concepts.	Grammar, style, or organization impedes clarity and/or the communication of some basic concepts.
1c. An ability to analyze historical events and trends effectively.	Response demonstrates a superior ability to explain connections among events/trends and the reasons that individual events/trends were included.	Response demonstrates an ability to explain connections among events/trends and the reasons that individual events/trends were included.	Response demonstrates a sporadic ability to explain connections among events/trends and the reasons that individual events/trends were included.	Response demonstrates a pervasive inability to explain connections among events/trends and the reasons that individual events/trends were included.

World History I

Course Assessed			Number of sections assessed		Total number of students assessed					
Learning Objectives	N/A (No Response)		1 Unsatisfactory		2 Satisfactory		3 Good		4 Excellent	
	#	%	#	%	#	%	#	%	#	%
A foundational understanding of world history to 1500.										
An ability to write clearly and think critically about world history to 1500.										
An ability to analyze historical events and trends effectively.										
Average Range of all students assessed										
Comments										

Please attach as an Appendix the actual assessment instrument you used to collect this data.

Rubric for World History II

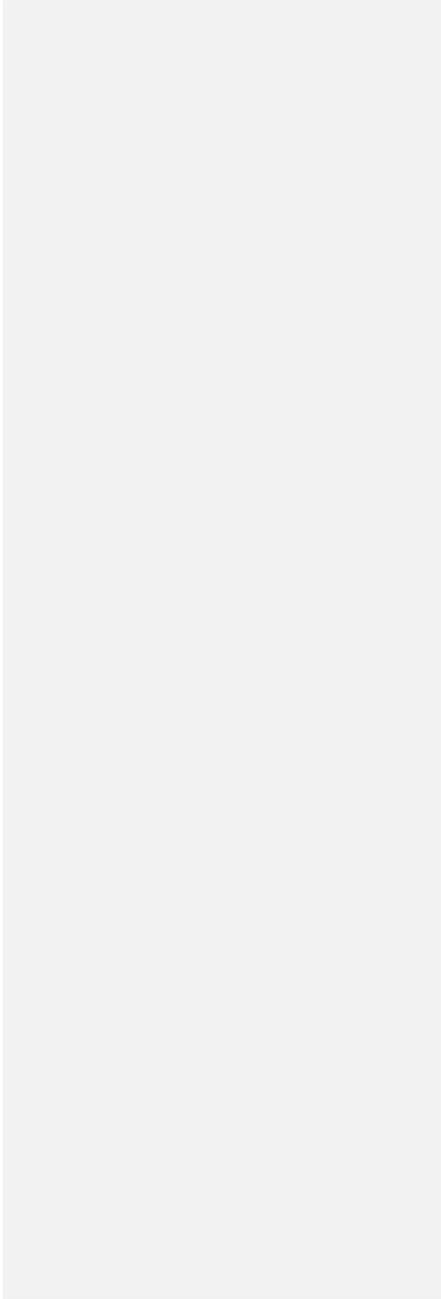| Program Intended Learning Objectives	Excellent	Good	Satisfactory	Unsatisfactory
After completing World History II, students should demonstrate the following:				
2a. A foundational understanding of world history since 1500.	Response includes five events/trends, all of which are clearly and accurately explained and are reflective of world history's broad sweep.	Response includes five events/trends, the majority of which are clearly and accurately explained and reflective of world history's broad sweep.	Response includes four or five events/trends, some of which are clearly and accurately explained and are reflective of world history's broad sweep.	Response includes fewer than four events/trends, or the majority of examples are not clearly and accurately explained or not reflective of world history's broad sweep.
2b. An ability to write clearly and think critically about world history since 1500.	Grammar, style, and organization facilitate both superior clarity in the essay and the communication of complex ideas.	Grammar, style, and organization facilitate both clarity in the essay and the communication of major concepts.	Grammar, style, and organization facilitate both partial clarity in the essay and the communication of some concepts.	Grammar, style, or organization impedes clarity and/or the communication of some basic concepts.
2c. An ability to analyze historical events and trends effectively.	Response demonstrates a superior ability to explain connections among events/trends and the reasons that individual events/trends were included.	Response demonstrates an ability to explain connections among events/trends and the reasons that individual events/trends were included.	Response demonstrates a sporadic ability to explain connections among events/trends and the reasons that individual events/trends were included.	Response demonstrates a pervasive inability to explain connections among events/trends and the reasons that individual events/trends were included.

World History II

Course Assessed			Number of sections assessed		Total number of students assessed						
Learning Objectives	N/A		4 Excellent		3 Good		2 Satisfactory		1 Unsatisfactory		
	#	%	#	%	#	%	#	%	#	%	
A foundational understanding of world history since 1500.											
An ability to write clearly and think critically about world history since 1500.											
An ability to analyze historical events and trends effectively.											
Average range of all students assessed											

Comments	

Please attach as an Appendix the actual assessment instrument you used to collect this data.

Introduction to Human Communication Studies

HCS 100: Introduction to Human Communications Studies is a survey course examining the following aspects of human communication: (1) general theoretical overview of historical aspects and current models, (2) intercultural communication, (3) small group, organizational, and leadership dimensions of human communication, (3) interpersonal communication, and (4) public speaking strategies. Emphasis is placed on developing student sensitivity to and understanding of the necessity to adapt one's communication styles to various environment and sociological communication situations.

Learning Objectives

Upon successful completion of HCS 100, the student will be able to

1. Interpret and use human communication theories and models;
2. Identify and display understanding of theories and concepts of interpersonal communication;
3. Use theories and concepts of interpersonal communication to plan, conduct, and adapt effective interpersonal communication as part of class exercises and assignments;
4. Display understanding of small-group communication concepts and theories;
5. Use theories and concepts of small-group communication to plan, conduct, and adapt effective small-group communication as part of class exercises and assignments;
6. Identify the various rhetorical strategies required to effectively plan public speaking; and
7. Use rhetorical strategies of verbal and nonverbal communication in order to effectively deliver public speeches.

Assessment Plan

The HCS 100 assessment program is intended to report embedded assessment of cognitive achievement communication skill development in basic communication, interpersonal communication, small-group communication, and public speaking and delivery, general education skills assessment will be conducted through random selection of HCS 100 sections. At least 20% of all students (not to exceed 10% each semester) enrolled in HCS 100 will be assessed each year.

HCS 100 Assessment Rubric

| The student will be able to:	0 = Inadequate/Incomplete	1 = Marginal	2 = Adequate	3 = Good	4 = Exemplary
Interpret and use human **communication theories and models (1)**	The student is unable to interpret and use theoretical models	The student is minimally successful in interpreting and using theoretical models	The student meets expectations in interpreting and using theoretical models	The student exceeds expectations in interpreting and using theoretical models	The student far surpasses expectations in interpreting and using theoretical models
Identify and display understanding of theories and concepts of **Interpersonal Communication (2)**	The student does not display understanding of interpersonal communication concepts and theories.	The student displays minimal understanding of interpersonal communication concepts and theories.	The student displays basic understanding of interpersonal communication concepts and theories.	The student displays advanced understanding of interpersonal communication concepts and theories	The student displays superior understanding of interpersonal communication concepts and theories.
Use theories and concepts of **Interpersonal Communication (2)** to plan, conduct, and adapt effective interpersonal communication as part of class exercises and assignments	The student fails to plan, conduct, and adapt effective interpersonal communication as part of class exercises and assignments.	The student must improve planning and conducting effective interpersonal communication as part of class exercises and assignments.	The student meets expectations in planning and conducting effective interpersonal communication as part of class exercises and assignments.	The student exceeds expectations for planning and conducting effective interpersonal communication as part of class exercises and assignments.	The student far exceeds expectations for planning and conducting effective interpersonal communication as part of class exercises and assignments.
Display understanding of **Small Group Communication (3)** concepts and theories	The student does not display understanding of small group communication concepts and theories.	The student displays minimal understanding of small group communication concepts and theories.	The student displays basic understanding of small group communication concepts and theories.	The student displays advanced understanding of small group communication concepts and theories.	The student displays superior understanding of small group communication concepts and theories.
Use theories and concepts of **Small Group Communication (3)** to plan, conduct, and adapt effective small group communication as part of class exercises and assignments.	The student fails to plan, conduct, and adapt effective small group communication as part of class exercises and assignments.	The student must improve planning and conducting effective small group communication as part of class exercises and assignments.	The student meets expectations in planning and conducting effective small group communication as part of class exercises and assignments.	The student exceeds expectations for planning and conducting effective small group communication as part of class exercises and assignments.	The student far exceeds expectations for planning and conducting effective small group communication as part of class exercises and assignments.
Identify the various rhetorical strategies required to effectively plan **Public Speaking (4)**.	The student is unable to use rhetorical strategies to research and organize a speech.	The student needs to improve the use of rhetorical strategies to research and organize a speech.	The student demonstrates adequate competence in the use of rhetorical strategies to research and organize a speech.	The student demonstrates advanced ability to utilize rhetorical strategies to research and organize a speech.	The student demonstrates superior ability to utilize rhetorical strategies to research and organize a speech.

Use rhetorical strategies of verbal and nonverbal communication in order to effectively deliver **Public Speeches (4)**.	The student does not employ appropriate verbal and non-verbal elements of delivery and audience adaptation in presentations.	The student needs to improve upon appropriate verbal and non-verbal elements of delivery and audience adaptation in presentations.	The student employs appropriate verbal and non-verbal elements of delivery and audience adaptation in presentations.	The student exceeds expectations when employing appropriate verbal and non-verbal elements of delivery and audience adaptation in presentations.	The student far exceeds expectations when employing appropriate verbal and non-verbal elements of delivery and audience adaptation in presentations.

General Education Assessment Report

HCS 100: INTRODUCTION TO HUMAN COMMUNICATION STUDIES				Number of Sections Assessed:			Number of Students Assessed:		
	0 Inadequate/Inc.		1 Marginal		2 Adequate		3 Good		4 Exemplary
The student will be able to:	#	%	#	%	#	%	#	%	#	%
Interpret and use human **communication theories and models (1)**										
Identify and display understanding of theories and concepts of **Interpersonal Communication (2)**										
Use theories and concepts of **Interpersonal Communication (2)** to plan, conduct, and adapt effective interpersonal communication as part of class exercises and assignments										
Display understanding of **Small Group Communication (3)** concepts and theories										
Use theories and concepts of **Small Group Communication (3)** to plan, conduct, and adapt effective small group communication as part of class exercises and assignments.										
Identify the various rhetorical strategies required to effectively plan **Public Speaking (4)**.										
Use rhetorical strategies of verbal and nonverbal communication in order to effectively deliver as part of **Public										

Speaking (4).											
AVERAGE RANGE of all students assessed:											
COMMENTS:											

Please attach as an Appendix the actual assessment instrument you used to collect this data.
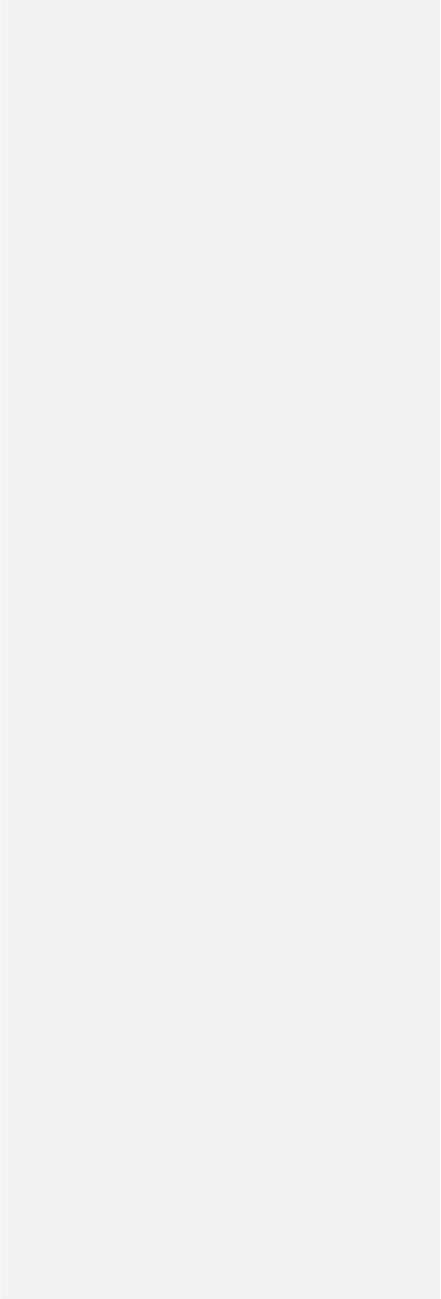
Mathematics Basic Competency Requirement

After completing the General Education math competency, students should be able to **use numerical data and mathematical methods for analysis and problem solving**. Specifically, they will be able to solve problems involving mathematical models, including problem formulation, solution, and interpretation of the resulting answers.

Shippensburg University requires all students to satisfy a college-level mathematics competency in order to qualify for graduation. Students who test are placed at one of the following levels:

Advanced: Students who place at the advanced level, based on SAT scores or the placement test, have fulfilled the university competency requirement.

College High or Low: Students who place at the college level, based on SAT scores or the placement test, must pass at least one college-level math course. Some majors require a particular course. Some majors require or suggest a second course as a prerequisite dependent on the individual student's score. Further, some students, based on their placement test and/or completion of developmental coursework, will be required to take a prerequisite course before taking the first math course required by their major. Please contact the mathematics department for more information.

Developmental: Students who score at the developmental level are required to improve their proficiency in mathematics. The work toward the satisfaction of this requirement must begin within one calendar year of enrollment at Shippensburg. Students who fail to meet this requirement will not be permitted to register for classes the following academic year. There are a variety of options available for meeting this requirement. Students who test at the developmental level will receive information about these options.

Learning Objective

The student exhibits the ability to solve problems involving mathematical models, including problem formulation, solution, and interpretation of the resulting answers.

Assessment methods and criteria:

All courses except MAT 105 use a common assessment method, consisting of the administration of a set of department-created, course-specific, problems that address the learning objective.

For MAT 105 (Math for Liberal Studies), a different assessment method is used. Due to the nature of this course, there is no common syllabus, and so it would be impossible to use common final exam questions or any of the standard kinds of mathematical assessments. Therefore, each instructor teaching this course selects an item that determines how well the students meet the objective, *with particular emphasis on using algorithm reasoning to aid in problem solving*. (The department's Assessment Committee assists in ensuring the item does measure the desired objective.)

Mathematics Competency (All courses except MAT 105)

LEARNING OBJECTIVES Upon successful completion of the math competency course, the student will be able to	1 Low Range	2 Mid-Range	3 High Range
Solve problems using mathematical models, including problem formulation, solution, and interpretation of the resulting answers.	The student is unable to solve any of the problems 100% correctly.	The student can successfully solve fewer than 60% of the problems 100% correctly.	The student can successfully solve at least 60% of the problems 100% correctly.

Mathematics Competency (MAT 105)

LEARNING OBJECTIVES Upon successful completion of the math competency course, the student will be able to	1 Low Range	2 Mid-Range	3 High Range
Solve problems using mathematical models, including problem formulation, solution, and interpretation of the resulting answers.	The student exhibits no ability to solve problems.	The student exhibits some ability to solve problems.	The student exhibits an ability to solve problems at the level of C or better, according to the instructor.

Comment [LK1]: Call Winston about this one; canoot use course grade

Please attach as an Appendix the actual assessment instrument you used to collect this data.

Course Being Assessed			Number of Sections Assessed		Total Number of Students Assessed	
LEARNING OBJECTIVES ASSESSED	**1** Low Range		**2** Mid-Range		**3** High Range	
	#	%	#	%	#	%
The student is able to solve problems using mathematical models.						
Average range of all students assessed						
Comments?						

Please attach as an Appendix the actual assessment instrument you used to collect this data.

Library Assessment Plan for the *Ship to Shore Information Literacy Tutorial*

The Library Instruction Program fosters Information Literacy as an integral part of Shippensburg University's commitment to high levels of scholarship. An information literate person can locate, evaluate, and use information competently and ethically. The program focuses on teaching a research process that will ensure that all the members of our community are information literate.

The five Information Literacy Competency Standards for Higher Education adopted by the Association of College and Research Libraries (ACRL *Standards*) in 2000, provide the overall standards for the program.

Learning Objectives

The information literate student:

> **Standard 1**: Determines the nature and extent of the information needed.
> **Standard 2**: Accesses the needed information effectively and efficiently.
> **Standard 3**: Evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.
> **Standard 4**: Uses information effectively to accomplish a specific purpose.
> **Standard 5**: Understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

Teaching done by librarians in General Education classes with First Year students is the foundation of the Library Instruction Program. The goal is to provide students with basic skills for using the Shippensburg Library and fundamental knowledge of the five information literacy standards.

A core component of library instruction with General Education students is the *Ship-to-Shore Information Literacy Tutorial*. First Year students are required to complete *Ship-to-Shore* as a part of *Writing-Intensive First-Year Seminar* or *Advanced Placement Writing*. It is a self-paced online tutorial which introduces students to the research skills which they will need to succeed in their academic programs at Shippensburg University. Particular emphasis is placed on meeting learning objectives under Standards 1, 2, and 5 of the ACRL *Standards*. Topics covered include: general information sources, terminology for research topics, types of information sources, availability of research materials, appropriate information retrieval systems, effective search strategies, bibliographic citation styles, copyright, and plagiarism.
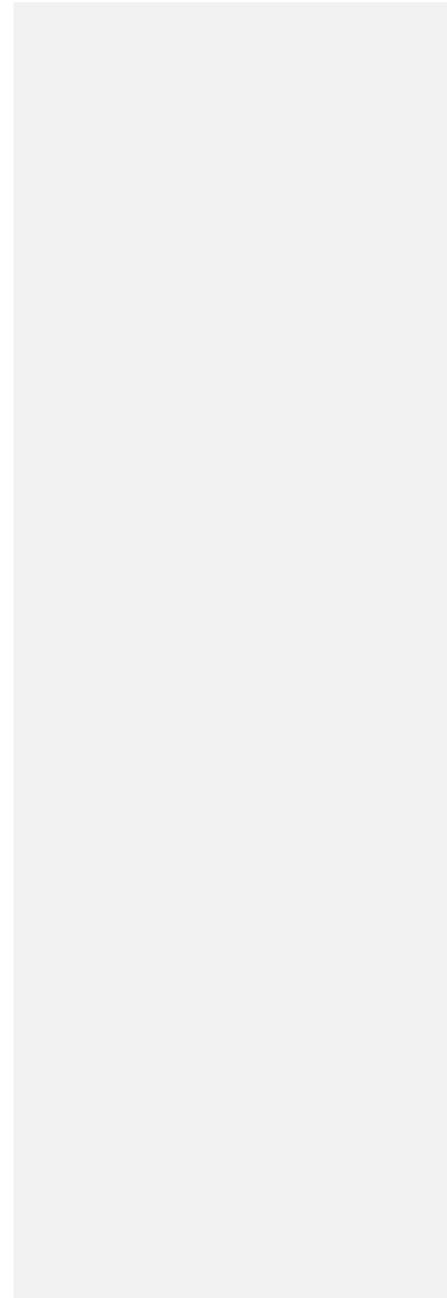
Assessment Plan

The main assessment procedure which the library will use is the annual administration of the nationally recognized information literacy test from *Project Sails* (Standardized Assessment of Information Literacy Skills). It will be given to a 20% sample of First Year students at the beginning of their First Year. Questions on the test are coded to specific learning objectives in the ACRL *Standards*. Students will complete *Ship to Shore* and then take *Project Sails* as a post-test. Scores on skill sets, which correspond with the performance indicators/objectives in *Ship to Shore*, will be used to assess performance. Performance on each indicator/outcome will be assessed as Low-Range, Mid-Range, or High Range, by comparison with the national averages of First Year students taking the test. The identification of areas in which students are performing below average will be helpful to the library as it works to continuously improve the *Ship to Shore* tutorial.

RUBRIC FOR SHIP TO SHORE ASSESSMENT*

Information literate students:

Performance Indicators/Objectives	Low-Range	Mid-Range	High-Range
1. Define and articulate the need for information by exploring general information sources to increase familiarity with the research topic, and by identifying key concepts and terms that describe the information need. (ACRL I.1.c, e.)	Do not adequately articulate the information need.	Partially articulate the information need.	Adequately articulate the information need.
2. Identify a variety of types and formats of potential sources for information, as evidenced by identifying the purpose and audience of potential resources (e.g., popular vs. scholarly, current vs. historical). (ACRL I.2.d)	Do not identify a variety of types and formats of potential sources for information.	Partially identify a variety of types and formats of potential sources for information.	Adequately identify a variety of types and formats of potential sources for information.
3. Determine the availability of needed information and make decisions on broadening the information seeking process beyond local resources, as evidenced by checking library sources for local availability and requesting materials through interlibrary services. (ACRL I.3.a; II.3.c)	Do not determine the availability of materials available locally and through interlibrary services.	Demonstrate partial skill in determining the availability of materials available locally and through interlibrary services.	Adequately determine the availability of materials available locally and through interlibrary services.
4. Select the most appropriate information retrieval systems for accessing the needed information, as evidenced by selecting appropriate databases such as the library catalog or online periodical databases. (ACRL II.1.c)	Do not select the most appropriate information retrieval systems for accessing the needed information.	Partially select appropriate information retrieval systems for accessing the needed information.	Demonstrate adequate skill in selecting the most appropriate information retrieval systems for accessing the needed information.
5. Construct and implement effectively designed search strategies, as evidenced by keyword and controlled vocabulary selection; refine the search strategy as necessary (ACRL II.2.b,c; II.4.a.)	Do not construct, implement, and refine effectively designed search strategies.	Demonstrate partial skill in constructing, implementing, and refining effectively designed search strategies.	Adequately construct, implement and refine effectively designed search strategies.
6. Manage information and its sources, as evidenced by knowledge of methods to manage records and knowledge of citation styles (i.e. MLA, APA). (ACRL II.5.c,d,e; V.3.a)	Do not effectively manage information and its sources.	Demonstrates partial skill in managing information and its sources.	Adequately manage information and its sources.
7. Understand some of the ethical and legal issues surrounding information and information technology, as evidenced by an understanding of the uses of copyrighted material, lawful access and use of information resources, and what constitutes plagiarism. (ACRL V.1.d; 2.a,b,c,f)	Do not understand some of the ethical and legal issues surrounding information and information technology, and what constitutes plagiarism.	Partially understand some of the ethical and legal issues surrounding information and information technology, and what constitutes plagiarism.	Adequately understand some of the ethical and legal issues surrounding information and information technology, and what constitutes plagiarism.

*Based on the Association of College and Research Libraries, *Information Literacy Competency Standards for Higher Education* (2000).
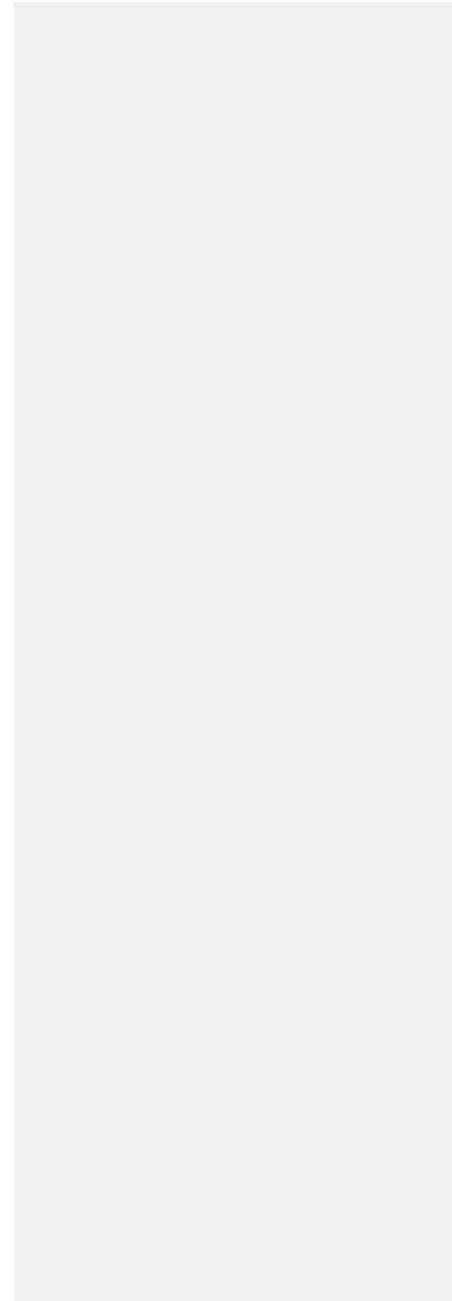
SCORING SHEET FOR SHIP TO SHORE ASSESSMENT*

Information literate students:

Performance Indicators/Objectives	Project Sails Skill Sets / Scores		Low-Range	Mid-Range	High-Range
1. Define and articulate the need for information by exploring general information sources to increase familiarity with the research topic, and by identifying key concepts and terms that describe the information need. (ACRL I.1.c, e.)	Developing a Research Strategy Skill Set		Do not adequately articulate the information need.	Partially articulate the information need.	Adequately articulate the information need.
	Pre	Post	Below U.S. Average	U.S. Average	Above U.S. Average
2. Identify a variety of types and formats of potential sources for information, as evidenced by identifying the purpose and audience of potential resources (e.g. popular vs. scholarly, current vs. historical). (ACRL I.2.d)	Evaluating Sources Skill Set		Do not identify a variety of types and formats of potential sources for information.	Partially identify a variety of types and formats of potential sources for information.	Adequately identify a variety of types and formats of potential sources for information.
	Pre	Post	Below U.S. Average	U.S. Average	Above U.S. Average
3. Determine the availability of needed information and make decisions on broadening the information seeking process beyond local resources, as evidenced by checking library sources for local availability and requesting materials through interlibrary services. (ACRL I.3.a; II.3.c)	Retrieving Sources Skill Set		Do not determine the availability of materials available locally and through interlibrary services.	Demonstrate partial skill in determining the availability of materials available locally and through interlibrary services.	Adequately determine the availability of materials available locally and through interlibrary services.
	Pre	Post	Below U.S. Average	U.S. Average	Above U.S. Average

*Based on the Association of College and Research Libraries, *Information Literacy Competency Standards for Higher Education* (2000).

4. Select the most appropriate information retrieval systems for accessing the needed information, as evidenced by selecting appropriate databases such as the library catalog or online periodical databases. (ACRL II.1.c)	Selecting Finding Tools Skill Set		Do not select the most appropriate information retrieval systems for accessing the needed information.	Partially select appropriate information retrieval systems for accessing the needed information.	Demonstrate adequate skill in selecting the most appropriate information retrieval systems for accessing the needed information.
	Pre	Post	Below U.S. Average	U.S. Average	Above U.S. Average
5. Construct and implement effectively designed search strategies, as evidenced by keyword and controlled vocabulary selection; refine the search strategy as necessary (ACRL II.2.b,c; II.4.a.)	Searching Skill Set		Do not construct, implement, and refine effectively designed search strategies.	Demonstrate partial skill in constructing, implementing, and refining effectively designed search strategies.	Adequately construct, implement and refine effectively designed search strategies.
	Pre	Post	Below U.S. Average	U.S. Average	Above U.S. Average
6. Manage information and its sources, as evidenced by knowledge of methods to manage records and knowledge of citation styles (i.e. MLA, APA). (ACRL II.5.c,d,e; V.3.a)	Documenting Sources Skill Set		Do not effectively manage information and its sources.	Demonstrates partial skill in managing information and its sources.	Adequately manage information and its sources.
	Pre	Post	Below U.S. Average	U.S. Average	Above U.S. Average
7. Understand some of the ethical and legal issues surrounding information and information technology, as evidenced by an understanding of the uses of copyrighted material, lawful access and use of information resources, and what constitutes plagiarism. (ACRL V.1.d; 2.a,b,c,f)	Understanding Economic, Legal, and Social Issues Skill Set		Do not understand some of the ethical and legal issues surrounding information and information technology, and what constitutes plagiarism.	Partially understand some of the ethical and legal issues surrounding information and information technology, and what constitutes plagiarism.	Adequately understand some of the ethical and legal issues surrounding information and information technology, and what constitutes plagiarism.
	Pre	Post	Below U.S. Average	U.S. Average	Above U.S. Average

CATEGORIES OF KNOWLEDGE

General Education Goals 4 through 8 (page 3) are currently addressed through Categories A through E of the General Education program, respectively. This section provides descriptions, commonalities, learning objectives, assessment rubrics, and assessment report forms for those categories.

Category A- Logic and Numbers for Rational Thinking

Catalog description

The courses in this category emphasize the use of symbols as a means of expressing complex thoughts and information lucidly and accurately. Many involve computational and mathematical operations – that is, the use of mathematics as a symbolic language where each element and rule of operation is defined very clearly in order to obtain precise understanding. Similarly, the remainder of the courses which may be taken to fulfill this requirement stress precise, logical approaches to reasoning; for example, the study of those aspects of philosophy involving the exposition of abstract ideas.

Commonalities among the courses

Courses in Category A stress precise, logical approaches to reasoning, in the context of one or more of the following:
- mathematical models
- problem-solving strategies
- logical discourse
- algorithmic reasoning
- logical reasoning
- formal expressions of complex thoughts

Learning objectives

All Category A courses will have one or more of the following learning objectives. For each course, that objective or set of objectives forms a significant focus of the course. Upon completion of a Category A course, students will be able to

- Build, interpret, and use mathematical models;
- Solve problems, including problem formulation, solution, and interpretation of the resulting answers;
- Apply algorithmic reasoning to aid in problem solving;
- Apply logical reasoning to aid in problem solving; and/or
- Apply logical reasoning to aid in understanding and analyzing discourse.

GENERAL EDUCATION ASSESSMENT RUBRIC

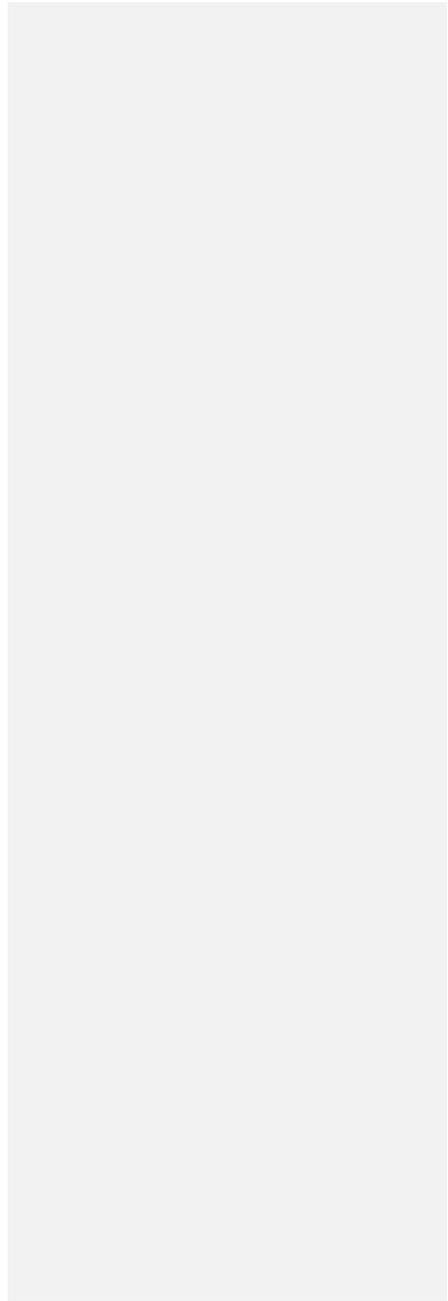**Category A (Logic and Numbers for Rational Thinking)**

LEARNING OBJECTIVES The student will be able to meet one or more of the following learning objectives	1 Low Range	2 Mid-Range	3 High Range
Build, interpret, and use mathematical models.	The student is not able to build, interpret, and use mathematical models.	The student is partially successful in building, interpreting, and using mathematical models.	The student can successfully build, interpret, and use mathematical models.
Solve problems, including problem formulation, solution, and interpretation of the resulting answers.	The student cannot solve problems, including problem formulation, solution, and interpretation of the resulting answers.	The student is partially successful in solving problems, including problem formulation, solution, and interpretation of the resulting answers.	The student can successfully solve problems, including problem formulation, solution, and interpretation of the resulting answers.
Apply algorithmic reasoning to aid in problem solving.	The student cannot apply algorithmic reasoning to aid in problem solving.	The student is partially successful in applying algorithmic reasoning to aid in problem solving.	The student can successfully apply algorithmic reasoning to aid in problem solving.
Apply logical reasoning to aid in problem solving.	The student cannot apply logical reasoning to aid in problem solving.	The student is partially successful in applying logical reasoning to aid in problem solving.	The student can successfully apply logical reasoning to aid in problem solving.
Apply logical reasoning to aid in understanding and analyzing discourse.	The student cannot apply logical reasoning to aid in understanding and analyzing discourse.	The student is partially successful in applying logical reasoning to aid in understanding and analyzing discourse.	The student can successfully apply logical reasoning to aid in understanding and analyzing discourse.

Course Being Assessed			Number of Sections Assessed		Total Number of Students Assessed	
LEARNING OBJECTIVES ASSESSED	**1** **Low Range**		**2** **Mid-Range**		**3** **High Range**	
The student will be able to	**#**	**%**	**#**	**%**	**#**	**%**
Build, interpret, and use mathematical models.						
Solve problems, including problem formulation, solution, and interpretation of the resulting answers.						
Apply algorithmic reasoning to aid in problem solving.						
Apply logical reasoning to aid in problem solving.						
Apply logical reasoning to aid in understanding and analyzing discourse.						
Average range of all students assessed						

Comments?	

Please attach as an Appendix the actual assessment instrument you used to collect this data.

Category B--Linguistic, Literary, Artistic, and Cultural Traditions

Catalog description

        Culture is the human-made part of the environment, and the spoken and written work, together with the visual and performing arts are its foundation. The courses required in this category are designed to acquaint the student with the richness and diversity of these aspects of culture, especially with the recognized standards of literary and artistic excellence. The emphasis in this category is also on the breadth and extent of the many cultural experiences and heritages that make up our world. Knowing only the traditions of our own immediate surroundings or even simply those of our country is no longer enough to function effectively in a world where contact between varied cultures and knowledge of their interaction had become normal and expected.

Commonalities among the courses

Category B courses provide students with tools for comprehending cultural phenomena in the humanities, which may include the following:

        1) examples of literature (in English and other languages), together with criteria by which they are evaluated,

        2) studies of foreign languages,

        3) works from the visual and performing arts;

        4) examples of traditions and histories from different parts of the world, representing diverse cultures.

Learning objectives

Upon completion of any Category B course in Literature or the Humanities, students will be able to

- Identify styles, genres, and techniques in literature (English or foreign languages) or in the visual or performing arts;
- Articulate how cultural or ethnic heritage and experience influence and are reflected in works of literature and the arts;
- Demonstrate acquisition of a language other than English at an appropriate level;
- Demonstrate understanding of a foreign culture;
- Demonstrate an understanding of the uniqueness, variety, and interrelationships among the different artistic media.

(Note: Some of the language courses in Category B are included as part of the language requirement for a Bachelor of Arts degree,)
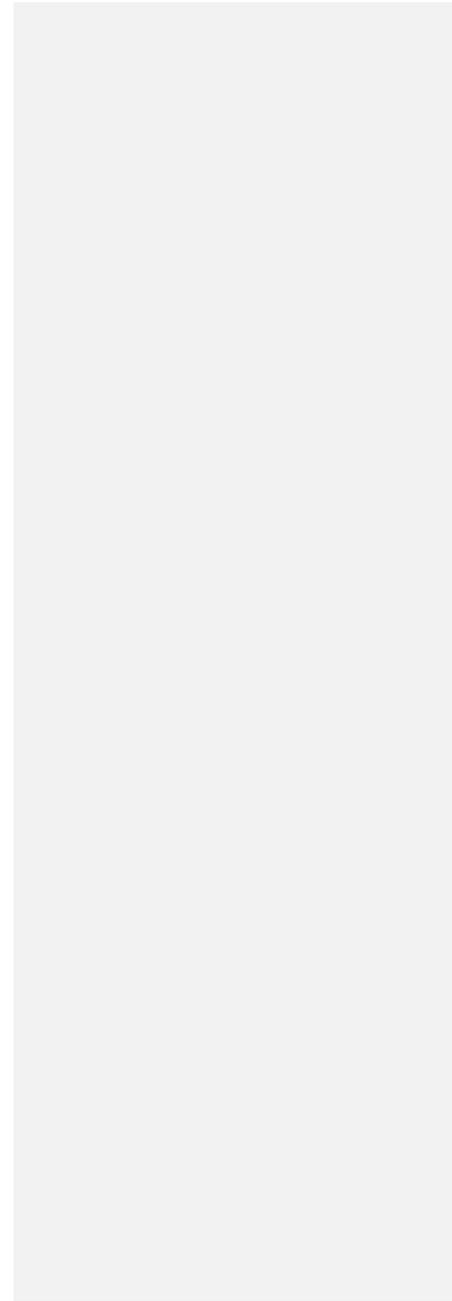
GENERAL EDUCATION ASSESSMENT RUBRIC
Category B (Linguistic, Literary, Artistic, and Cultural Traditions)

| LEARNING OBJECTIVES The student will be able to meet ONE or more of the learning objectives below:	1 Low Range	2 Mid-Range	3 High Range
Identify genres, techniques, styles, and literary movements in literature or in the visual or performing arts.	The student cannot correctly identify these items or cannot provide a clear, correct, or supportable rationale for identification.	The student can identify these items, but does not provide a clear, correct, or supportable rationale for identification.	The student correctly identifies these items and provides a clear, correct, or supportable rationale for identification
Articulate how cultural or ethnic heritage and experience influence and are reflected in works of literature and the arts.	The student shows no understanding of how culture or ethnicity contributes to the creative arts.	The student demonstrates a basic understanding of how culture and ethnicity contributed to the creative arts.	The student clearly articulates an understanding of the complex role of culture and ethnicity in literature and the visual or performing arts.
Demonstrate acquisition of language other than English at an appropriate level.	The student does not demonstrate that s/he has acquired a basic understanding of the language at an appropriate level.	The student has shown some progress in acquiring basic language skills.	The student has demonstrated the competency in the language as appropriate for the level of the class.
Demonstrate understanding of a foreign culture.	The student has not demonstrated that s/he has understood the culture.	The student has shown some progress in demonstrating an understanding of the culture.	The student has competently demonstrated an understanding of the culture.
Demonstrate an understanding of the uniqueness, variety, and interrelationships among the different artistic media.	The student does not demonstrate even a basic understanding of the various arts and their interconnections.	The student can identify some basic elements of the various arts and demonstrates a basic appreciation of their interrelationships.	The student can clearly articulate an understanding of the uniqueness, variety, and interrelationships among the different artistic media.

GENERAL EDUCATION ASSESSMENT REPORT
Category B (Linguistic, Literary, Artistic, and Cultural Traditions)

Course Being Assessed		Number of Sections Assessed		Total Number of Students Assessed	
LEARNING OBJECTIVES The student will be able to meet ONE or more of the learning objectives below:	**1** **Low Range**		**2** **Mid-Range**		**3** **High Range**
	#	%	#	%	#	%
Identify genres, techniques, styles, and literary movements in literature or in the visual or performing arts.						
Articulate how cultural or ethnic heritage and experience influence and are reflected in works of literature and the arts.						
Demonstrate acquisition of a foreign language at an appropriate level.						
Demonstrate understanding of a foreign culture.						
Demonstrate an understanding of the uniqueness, variety, and interrelationships among the different artistic media.						

Average range of all students assessed		
Comments		

Please attach as an Appendix the actual assessment instrument you used to collect this data.
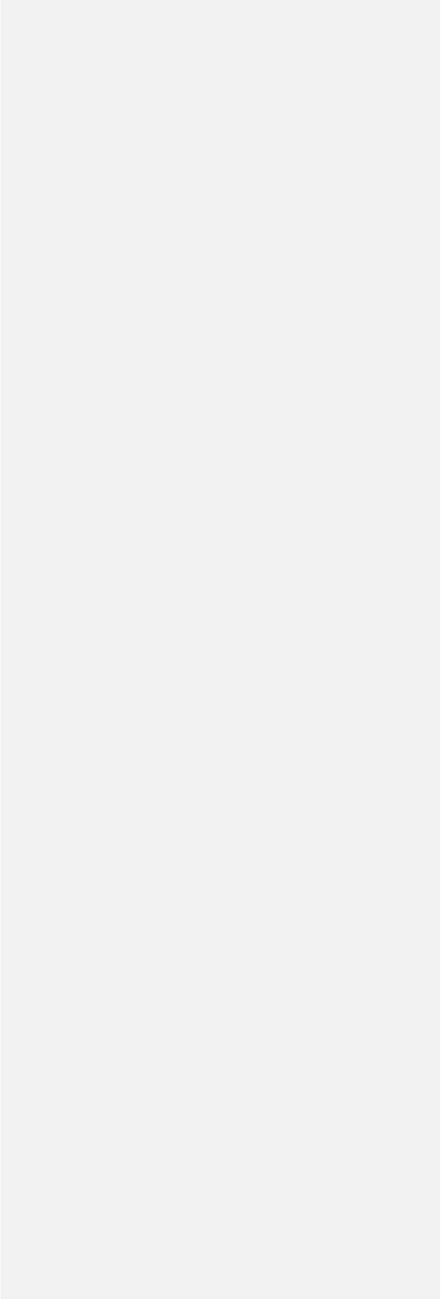
Catalog Description

Basic scientific literacy is necessary for knowledge of ourselves as a species and of the universe in which we live. The courses in this category have two comprehensive objectives:

- to make clear what kinds of problems in the physical world are susceptible to scientific investigation and what kinds of solutions such investigation can produce; and
- to provide an appreciation of the practice of scientific research and methodology, with its interaction of experiment and hypothesis.

While the requirements of this category may be satisfied without a course containing a laboratory component, the university strongly encourages the selection of such courses. Experimentation in the laboratory allows the student both to observe and to participate directly in the systematic observation of nature and the principles of its investigation. One course must be taken from those listed in three of the following disciplines.

Commonalities among the courses:

Courses in this category are aimed at developing a scientific understanding of the universe in which we live and of ourselves as a species. To this end, Category C courses introduce students to the scientific method and its use in the description of natural phenomena. This method of inquiry is based on the following framework:

- The development of abstract models, theories, or laws to describe or gain understanding of natural phenomena, and
- The application and the testing of these models through empirical observation or experimentation.

In spite of this common framework, the different disciplines of Category C, as well as different courses within those disciplines, may place significantly different emphasis on the various aspects of scientific inquiry.

Learning Objectives:

Courses in Category C share the following learning objectives, again with the possibility of significant differences in their relative emphasis. Upon successful completion of a Category C course, students will demonstrate that they

- Understand the role of scientific models, theories or laws as abstract representations of natural processes;
- Understand how experimentation or empirical observations are used for the development, testing and application of these models, theories or laws;
- Have learned about measurement and data analysis which are both necessary to quantify the outcome of experiments and observations;
- Have learned about the influence of science on everyday life; and
- Have developed an ability to critically evaluate scientific results and reports.
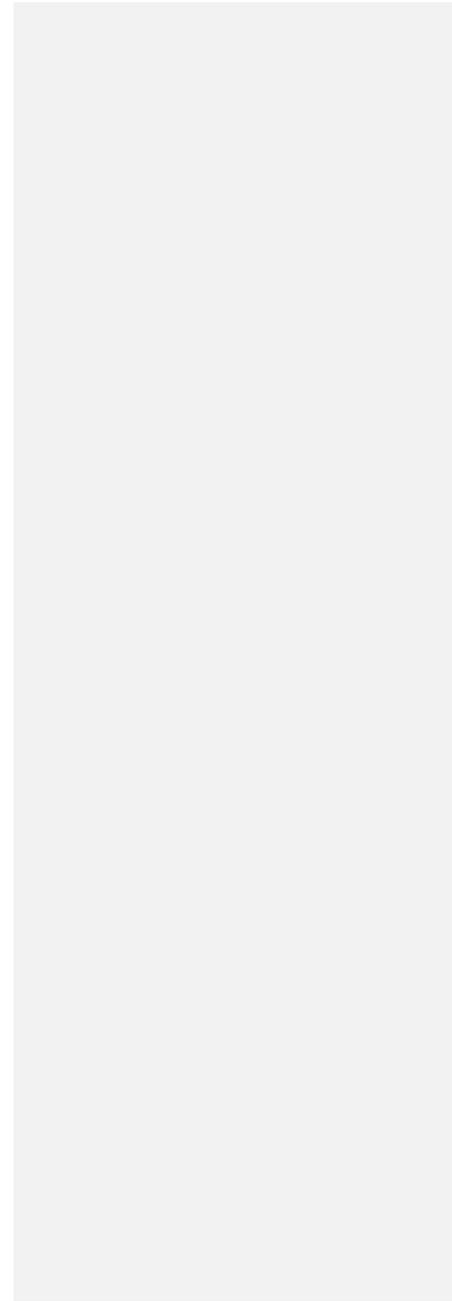
GENERAL EDUCATION ASSESSMENT RUBRIC
Category C (Biological and Physical Sciences)

LEARNING OBJECTIVES The student will be able to	1 Low Range	2 Mid-Range	3 High Range
Understand the role of scientific models, theories, or laws as abstract representations of natural processes.	The student does not understand the role of scientific models, theories, or laws; the student cannot use abstractions.	The student demonstrates a basic or incomplete understanding of the role of scientific models, theories, or laws, as abstract representations of natural processes.	The student clearly understands the role of scientific models, theories, or laws as abstract representations of natural processes.
Understand how experimentation or empirical observations are used for the development, testing, and application of these models, theories, or laws.	The student does not understand how experimentation or empirical observations are used for the development, testing and application of these models, theories, or laws.	The student demonstrates an adequate understanding of how experimentation or empirical observations are used for the development testing, and application of these models, theories, or laws.	The student clearly understands how experimentation or empirical observations are used for the development, testing, and application of these models, theories, or laws.
Understand measurement and data analysis in quantifying the outcome of experiments and observations.	The student did not learn about measurement and data analysis.	The student partially learned about the measurement and data analysis.	The student clearly learned about measurement and data analysis.
Recognize the influence of science on everyday life.	The student did not learn about the influence of science on everyday life.	The student partially learned about the influence of science on everyday life.	The student appreciates fully the influence of science on everyday life.
Develop an ability to evaluate critically scientific results and reports.	The student is unable to evaluate scientific results and reports.	The student occasionally demonstrates an ability to evaluate critically scientific results and reports.	The student demonstrates an effective ability to critically evaluate scientific results and reports.

Category C (Biological and Physical Sciences)

Course Being Assessed			Number of Sections Assessed		Total Number of Students Assessed	
LEARNING OBJECTIVES **The student will be able to**	**1** Low Range		**2** Mid-Range		**3** High Range	
	#	**%**	**#**	**%**	**#**	**%**
Understand the role of scientific models, theories, or laws as abstract representations of natural processes.						
Understand how experimentation or empirical observations are used for the development, testing, and application of these models, theories, or laws.						
Understand measurement and data analysis in quantifying the outcome of experiments and observations.						
Recognize the influence of science on everyday life.						
Develop an ability to evaluate critically scientific results and reports.						
Average range of all students assessed						
Comments						

Please attach as an Appendix the actual assessment instrument you used to collect this data.

CATEGORY D—POLITICAL, ECONOMIC, AND GEOGRAPHIC SCIENCES

Catalog Description

Institutions are formal ways which societies and cultures create over time to pursue activities important to them. Two of the most basic institutions in any large, collective society are its governmental structure and its economic system — that is, the ways which a society has chosen to regulate the interaction between individuals and groups and the ways which it has chosen to satisfy and organize its material needs. Both of these frameworks and the remaining institutions of any society are all affected and shaped by their physical environment, the geography in which they are set. In an era of increasingly complex global interaction, an understanding of these institutions in today's society and the influences which have helped to pattern their development are vital to the citizens of a participatory democracy.

Commonalities among the Courses

Category D courses introduce the student to a disciplinary perspective—either economic, political, or spatial—on areas of state organization and behavior.

The focus of these courses is on
- Examination of states' policies (both internal and external), or on the economic, political, or spatial interaction among states;
- Investigation of international relations from a discipline focus, or investigation or focus on concepts or techniques of the discipline from an international perspective
- Examination of the interactions of individuals and sub-groups, specifically of how individuals, sub-groups, and states interact (economically, politically, or spatially) with other individuals, sub-groups, and states.

Category D Learning Objectives

All Category D courses will meet objectives 1 and 2; some will also meet objective 3. Upon successful completion of a Category D course, the students will be able to

- Investigate, using the tools particular to each field, the economic, political, social, or spatial interaction among states;
- Compare and contrast how individuals and sub-groups interact (economically, politically, socially, or spatially) with other individuals, sub-groups, and states; and (depending on the course)
- Demonstrate an international perspective when examining the policies (both internal and external) that individuals, sub-groups, and states adopt under various scenarios of interaction.

Category D (Political, Economic, and Geographic Sciences)

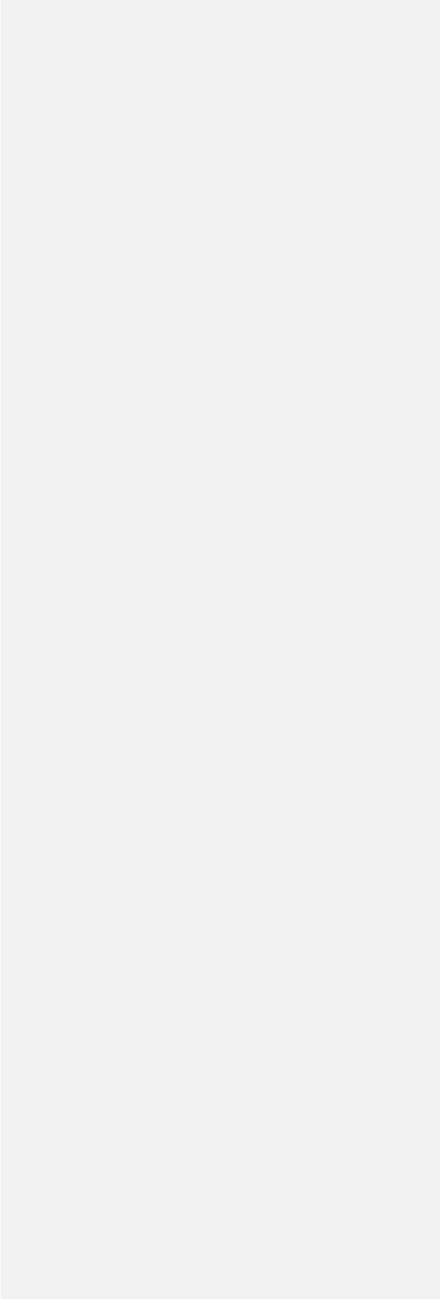| LEARNING OBJECTIVES The student will be able to	1 Low Range	2 Mid-Range	3 High Range
Use the tools of our field (e.g., graphs, maps, data sets, models, etc.)	The student demonstrates inability or simplistic uses of our tools in even relatively simple cases.	The student demonstrates an adequate use of our tools in relatively simple cases.	The student demonstrates a skillful use of the tools of our field in more complex cases.
Investigate interactions among individuals, sub-groups, or states.	The student cannot investigate such interactions, or they investigate such interactions simplistically.	The student demonstrates an adequate ability to investigate interactions among individuals, sub-groups, or states.	The student demonstrates a skillful ability to investigate interactions among individuals, sub-groups, or states.
Compare and Contrast interactions among individuals, sub-groups, or states.	The student cannot compare and contrast such interactions, or they compare and contrast such interactions simplistically.	The student demonstrates an adequate ability to compare and contrast interactions among individuals, sub-groups, or states.	The student demonstrates a skillful ability to compare and contrast interactions among individuals, groups, regions, or states.
Demonstrate an international perspective when examining the policies that individuals, sub-groups, and states adopt under various scenarios of interaction.	The student is not aware of having a international perspective that is formed by their assumptions, values, or belief systems.	The student demonstrates an international perspective consisting primarily of local or conventional assumptions, values, or beliefs. The student offers some evidence of self-reflection or empathy.	The student demonstrates an international perspective based on deliberate reflection on personal values, assumptions, or beliefs. The student demonstrates empathy and can evaluate other perspectives from their vantage points.

GENERAL EDUCATION ASSESSMENT REPORT
Category D (Political, Economic, and Geographic Sciences)

Course Being Assessed			Number of Sections Assessed		Total Number of Students Assessed	
LEARNING OBJECTIVES **The student will be able to**	**1** **Low Range**		**2** **Mid-Range**		**3** **High Range**	
	#	%	#	%	#	%
Use the tools of our field (e.g., graphs, maps, data sets, models, etc.)						
Investigate interactions among individuals, sub-groups, or states.						
Compare and Contrast interactions among individuals, sub-groups, or states.						
Demonstrate an international perspective when examining the policies that individuals, sub-groups, and states adopt under various scenarios of interaction.						
Average range of all students assessed						
Comments						

Please attach as an Appendix the actual assessment instrument you used to collect this data.

CATEGORY E-SOCIAL AND BEHAVIORAL SCIENCES

Catalog Description

An awareness and recognition of the disciplines which examine and analyze group and individual behavior is of increasing importance for all who seek to understand and to predict the patterns and processes of human activity. These disciplines examine the causes of human interaction and the diversity of its organization and structure. Their study will help the student to see the connection between his or her own perspective and that of society and to appreciate the effect social forces have on the individual. The courses in this category will also consider the theoretical frameworks of each discipline and the methods and results of current research.

Category E courses introduce the student to individual, group, cross-cultural, and cross-gendered perspectives on human organization and its impact on behavior.

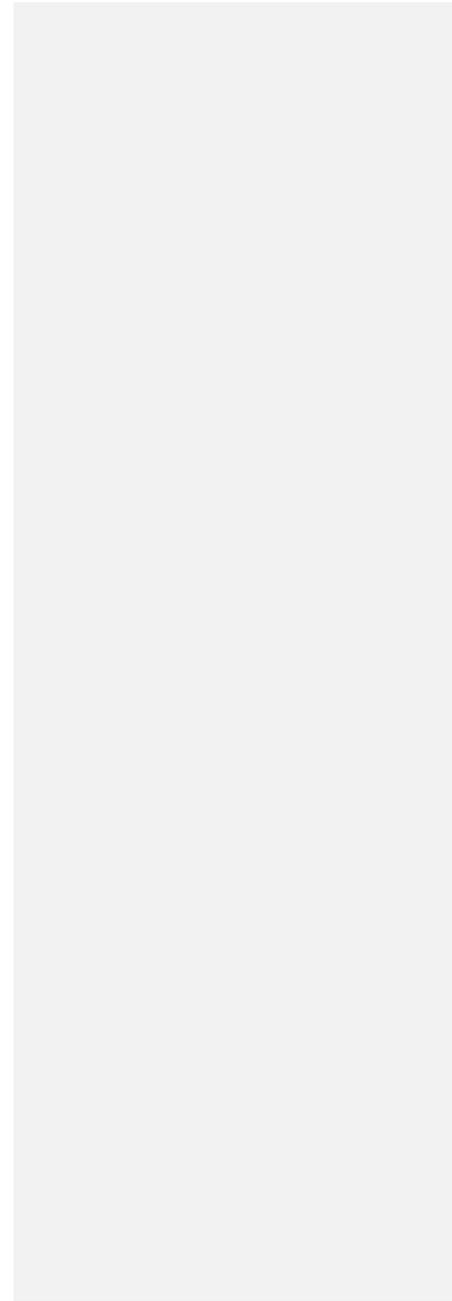**Commonalities among the Courses**

All Category E courses will have the following commonalities. They will

- Promote an understanding of human behavior from the unique perspective of each discipline;
- Provide theoretical and methodological approaches to facilitate an understanding of human behavior;
- Provide an insight to normative and non-normative behavior within and across cultures; and
- Promote an understanding of diversity within and across cultures.
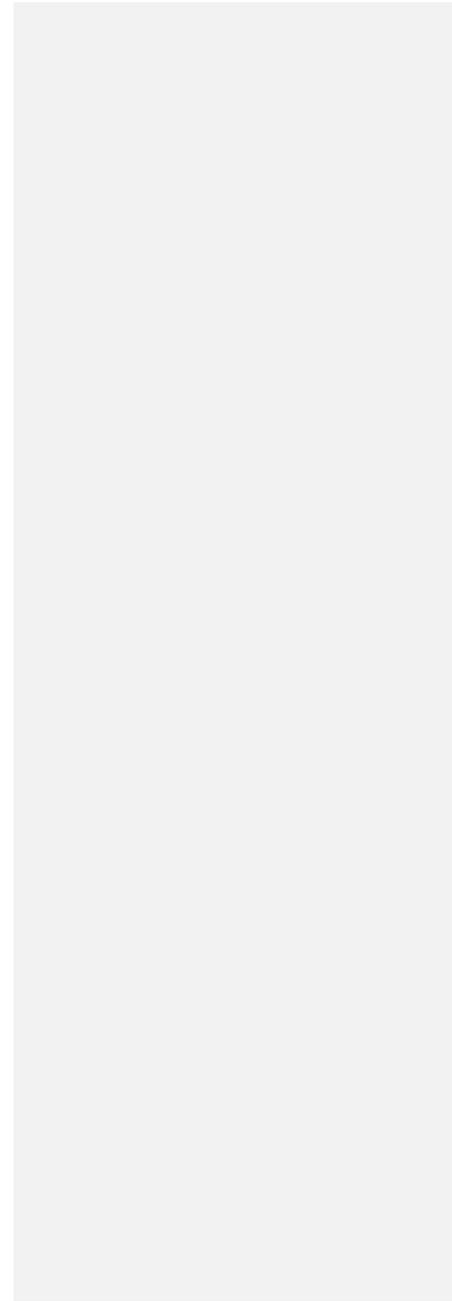
Learning Objectives

All Category E courses have the following common learning objectives. Upon successful completion of a Category E course, students will be able to

- Summarize, analyze, and evaluate the relevant principles, theories, research, and research methods that are essential to understanding the behavior of individuals and groups;
- Identify patterns and processes of human activity within and across cultures;
- Identify causes of human action;
- Identify examples of diversity in human organizations and structures and their impact on human behavior; and
- Identify the impact of social forces on individuals and groups.

LEARNING OBJECTIVES **The student will be able to**	**1** **Low Range**	**2** **Mid-Range**	**3** **High Range**
Summarize, analyze, and evaluate the relevant principles, theories, research, and research methods that are essential to understanding the behavior of individuals and groups.	The student is unable to identify principles, theories, research, and methods used to understand individual and group behavior.	The student identifies and summarizes the main issues without explaining how principles, themes, research, and methods are related or connected.	The student can identify and summarize main issues and explain the connections between principles, theories, research, and methods.
Identify patterns and processes of human activity within and across cultures.	The student is unable to differentiate patterns and processes of human activity.	The student can identify varying patterns and processes of human activity but is unable to attribute it to the corresponding cultural differences.	The student can identify patterns and processes and attribute variations to cultural differences.
Identify causes of human action.	The student is unaware that there are causes of human action.	The student understands that human action has causes but is unable to link causes with corresponding human action.	The student understands the relationship between human activity and the corresponding causes.
Identify examples of diversity in human organizations and structures and their impact on human behavior.	The student is unable to differentiate examples of diversity in organizations and structures.	The student is able to identify diversity in organizations but does not appreciate the link between variation and the impact on human behavior.	The student can identify diversity in organizations and structures and understands the link between variation and the impact on human behavior.
Identify the impact of social forces on individuals and groups.	The student is unable to identify social forces.	The student is able to identify social forces but cannot express the relationship between those influences and the behaviors of groups and individuals.	The student is able to identify social forces and understands the relationship between those influences and the behaviors of groups and individuals.

Course Being Assessed			Number of Sections Assessed		Total Number of Students Assessed	
LEARNING OBJECTIVES **The student will be able to**	**1** **Low Range**		**2** **Mid-Range**		**3** **High Range**	
	#	**%**	**#**	**%**	**#**	**%**
Summarize, analyze, and evaluate the relevant principles, theories, research, and research methods that are essential to understanding the behavior of individuals and groups.						
Identify patterns and processes of human activity within and across cultures.						
Identify causes of human action.						
Identify examples of diversity in human organizations and structures and their impact on human behavior.						
Identify the impact of social forces on individuals and groups.						
Average range of all students assessed						
Comments						

Please attach as an Appendix the actual assessment instrument you used to collect this data.

GENERAL EDUCATION DIVERSITY REQUIREMENT

Shippensburg University expects its students to understand the diverse nature of the United States-its current diverse society as well as its diverse historical and cultural roots. Students should also gain awareness of how the country continues to emerge and be shaped by the interaction of people with different views. Finally, students should understand how cultural, ethnic and racial heritage, as well as gender, age social class, sexual orientation and abilities have shaped their attitudes, perspectives, beliefs and values. The following information is adapted from the Shippensburg University Curriculum Committee Manual, Appendix 6.

Commonalities among the Courses

Courses that meet the Diversity Requirement will seek to promote a more reasoned understanding of racial-ethnic groups and minority or marginalized populations in the United States. They will use material related to at least two of the following racial-ethnic groups in the United States – African Americans, Asian Americans, Latinos, and American Indians – and discuss their role in the formation and continued existence of American society. They will use material related to one or more minority or marginalized populations within the American society: people of differing abilities, sexual orientations, social classes, religions, ages, and gender. The course must work against the stereotyping of these people.

Courses that meet the Diversity Requirement will make sure that course material will be explored in part through group activities in order for students to gain some experience in dealing with perspectives other than their own. Instructors in these courses should be prepared to assist students in dealing constructively with issues of diversity and conflict as they arise in the course. In a course that focuses on diversity, some emotion and conflict are inevitable as students learn. Workshops will be available to help instructors to develop their skills in handling emotion and conflict in the classroom and in teaching these skills.

Learning Objectives

Upon successful completion of an approved Diversity Course, students will be able to demonstrate

1. An understanding of the United States as a pluralistic society (understanding the United States today in terms of its diverse historical and cultural roots and that the United States continues to emerge and be shaped by the interaction of people with different views, i.e. multiple origins, experiences, and world views);
2. An understanding that one's own attitudes, perspectives, and beliefs are shaped by cultural, ethnic, and racial heritage, by gender, by age, by social class, by sexual orientation, and by abilities;
3. The ability to respond in a constructive manner to information, ideas, emotions, and situations associated with issues of diversity, including culture, ethnicity, race, gender, religion, age, social class, sexual orientation, and abilities;
4. The ability to interact with other students in a manner that shows respect for the diversity among them; and
5. An understanding of the nature of community and how a community should strive to achieve social justice for all its members .

To complete the university diversity requirement, undergraduates are required to take on approved diversity course for a total of 3 credit hours. The following courses currently satisfy the university's diversity requirement.: ART 101 Art Appreciation, CRJ 452 Race, Ethnicity & Crime, ECH 460 Family, School & Community Partnerships, EEC 411 Introduction to Exceptionality, ENG 248 Introduction to Culturally Diverse Literature of the United States, GEO 103 Geography of the U.S. & Canada, GEO 140 Cultural Geography, MGT 447 Business & Society, SOC 101 Introduction to Sociology: Society & Diversity, SWK 265 Understanding Diversity for Social Work Practice, and WST 100 Introduction to Women's Studies.

Assessment Plan

Departments should use a sample size equal to or greater than 20% of the students taking the course in that year. The sample size, however, should not be smaller than 40 students unless there are less than 40 students taking the course in that year.

GENERAL EDUCATION ASSESSMENT RUBRIC

DIVERSITY REQUIREMENT

LEARNING OBJECTIVES The student will be able to demonstrate	1 Low Range	2 Mid-Range	3 High Range
An understanding of the concept of the United States as a pluralistic society and can apply to course content.	The student does not demonstrate an understanding of the United States as a pluralistic society and cannot apply them to the course content.	The student understands the concept of the United States as a pluralistic society, but cannot apply the concept to the course content.	The student demonstrates a clear understanding of the concepts of pluralism in the United States and can apply the concept to the course content.
The ability to respond in a constructive manner to information, ideas, and situations associated with diversity.	The student does not respond in a constructive manner to information, ideas, and situations associated with diversity.	The student usually or partially demonstrates the ability to respond in a constructive manner to information, ideas, and situations associated with diversity.	The student always demonstrates the ability to respond in a constructive manner to information, ideas, and situations associated with diversity. .
The ability to interact with other students in a manner that shows respect for diversity.	The student is unable to interact with others in a manner that shows respect for diversity.	The student usually or partially demonstrates the ability to interact with others in a manner that shows respect for diversity. .	The student always demonstrates the ability to interact with others in a manner that shows respect for diversity.
An understanding of he dynamics of community involvement in achieving social justice.	The student does not demonstrate an understanding of the dynamics of community involvement in achieving social justice.	The student describes, but does not clearly demonstrate an understanding of the role of the dynamics of the community in achieving social justice.	The student describes and demonstrates a clear understanding of the dynamics of community involvement in achieving social justice.

Course Being Assessed			Number of Sections Assessed		Total Number of Students Assessed	
LEARNING OBJECTIVES **The student will be able to demonstrate**	**1** **Low Range**		**2** **Mid-Range**		**3** **High Range**	
	#	**%**	**#**	**%**	**#**	**%**
An understanding of the concept of the United States as a pluralistic society and can apply to course content.						
The ability to respond in a constructive manner to information, ideas, and situations associated with diversity.						
The ability to interact with other students in a manner that shows respect for diversity.						
An understanding of the dynamics of community involvement in achieving social justice.						
Average range of all students assessed						
Comments						

Please attach as an Appendix the actual assessment instrument you used to collect this data.
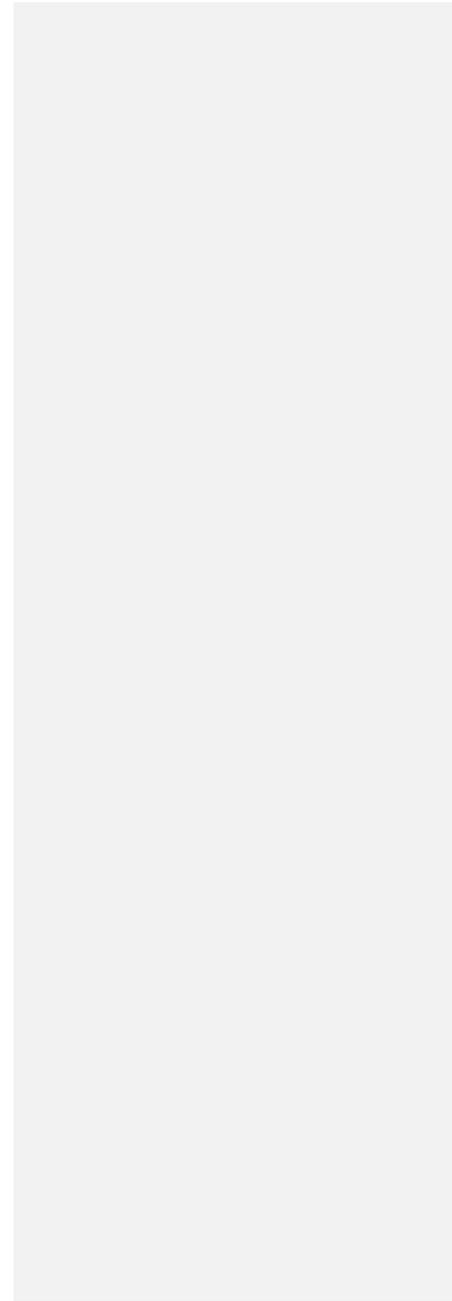
Writing-Intensive First-Year Seminar: Assessment data will be collected from 100% of the students each academic year.

World History I and II: Assessment data will be collected from 10% of the students taking World History I in year one and collected from 10% of the students taking World History II in year two.

Introduction to Human Communication Studies: Assessment data will be collected from at least 20% of all students enrolled in HCS 100 each academic year.

Mathematics Competency Courses: Assessment data will be collected from 20% of the students taking the following mathematics courses according to this schedule:

>   Year 1: Mathematics 110, 120, 124, and 170
>   Year 2: Mathematics 181 and 211
>   Year 3: Mathematics 102, 105, and 108

Library Skills Requirement: Assessment data will be collected from 20% of all students in WIFYS every academic year.

Diversity Requirement: Assessment data will be collected from 20% of the student s in all sections (or at least 40 students) where possible.

>   Year 1:
>   CRJ 452: Race, Ethnicity, and Crime
>   ECH 460: Family, School, and Community Partnerships
>   ENG 248: Introduction to Culturally Diverse Literature
>   MGT 447: Business and Society
>   SWK 265: Understanding Diversity for Social Work Practices
>   WST 100: Introduction to Women's Studies
>
>   Year 2:
>   GEO 103: Geography of US and Canada
>   SOC 101: Introduction to Sociology
>
>   Year 3:
>   ART 101 Art Appreciation
>   EEC 411: Introduction to Exceptionality
>   GEO 140: Cultural Geography

COURSE	ASSIGNMENT YEAR	COURSE	ASSESSMENT YEAR
Category A		**Category B**	
CSC 103 Overview of Computer Science	1	**Humanities**	
CSC 180 Microcomputer Basic	1	ART 101 Art Appreciation	3
MAT 102 Introduction to Statistics	2	ART 231 Art History I	*
MAT 105 Math for Liberal Studies	2	ART 232 Art History II	1
MAT 108 Finite Math	2	ART 274 Intro. to Cultural Studio	1
MAT 110 Fundamentals of Math I	2	ART 339 History of American Art	*
MAT 120 Basic Math Models	2	FRN 101 Beginning French I	2
MAT 124 Pre-Calculus	2	FRN 102 Beginning French II	2
MAT 170 Elementary Statistics	2	FRN 103 Intermediate French	*
MAT 181 Applied Calculus I	1	FRN 150 French Civilization	*
MAT 211 Calculus I	1	FRN 202 Intermediate French Conv.	2
PHL 101 Introduction to Philosophy	3	FRN 204 Ideas and Cultures	*
PHL 102 Critical Thinking	*	FRN 320 Commercial French	*
PHL 103 Introduction to Philosophy of the Mind	*	GER 101 Beginning German I	2
PHL 104 Introduction to Ethics	3	GER 101 Beginning German II	2
*Whenever Taught		GER 103 Intermediate German	2
		GER 150 German Civilization and Culture	2
Category B		GER 203 Inter. German Conversation	*
		GER 204 Ideas and Cultures	*
Literature		GER 215 Commercial German	*
ENG 243 Art of the Film	1	SPN 101 Beginning Spanish I	2
ENG 248 Introduction to Culturally Diverse Literature	1	SPN 102 Beginning Spanish II	2
ENG 250 Introduction to Literature	1	SPN 103 Intermediate Spanish	2
FRN 330 Masterpieces of French Literature	*	SPN 150 Spanish Culture and Civ.	2
FRN 331 Masterpieces of Francophone Literature	*	SPN 202 Inter. Spanish Conversation	2
GER 151 German Cinema	*	SPN 204 Ideas and Cultures	2
GER 320 Berlin	*	SPN 330 Commercial Spanish	2
GER 322 Readings in 19th and 20th C Ger Lit	*	SPN 385 Aspectos	2
SPN 360 Masterpieces of Spanish Literature	*	THE 121 Introduction to Theatre	3
SPN 361 Masterpieces of Spanish-American Lit	*	MUS 121 Introduction to Music	3
*Whenever Taught		MUS 227 Opera and Music Theatre	3

COURSE	ASSIGNMENT YEAR	COURSE	ASSESSMENT YEAR
Category C		**Category D**	
ANT 111 Physical Anthopology	3	ECN 101 Principles of Macroeconomics	1
BIO 100 Basic Biology	1	ECN 102 Principles of Microeconomics	1
BIO 105 Biology: A Lab Approach	1	ECN 113 Principles of Economics	1
BIO 115 Principles of Biology I	1	GEO 101 World Geography	2
BIO 142 Introduction to Ecology	1	GEO 103 Geography of US and Canada	2
BIO 145 Problems of the Environment	2	PLS 100 US Government and Politics	3
BIO 150 Human Biology	1	PLS 241 Intro. to International Politics	3
BIO 208 Field Biology	1		
CHM 103 Chemistry: A Cultural Approach	2	**Category E**	
CHM 105 Chemistry: A Lab Approach	2		
CHM 121 Chemical Bonding	2	ANT 140 Cultural Anthropology	3
ESS 108 Conservation of Natural Resources	2	GEO 140 Cultural Geography	3
ESS 110 Introduction to Geology	2	PSY 101 General Psychology	1
ESS 111 Introduction to Atmosphere	3	SOC 101 Introduction to Sociology	2
ESS 210 Physical Geology	3	WST 100 Intro. to Women's Studies	3
PHY 108 Astronomy	3		
PHY 110 Physics for Society	3		
PHY 115 Physical Science: A Lab Approach	3		
PHY 121 Introduction to Physics I	3		
PHY 205 Intermediate Physics I	3		