Comprehensive Program Review Report
Academic Program Name: AS Core Curriculum
College or School: Institutional
Department: MAST
CPR Review Schedule AY24-25
Provosts Response:

Following the 2024–2025 Comprehensive Program Review, the Associate of Science in Core Curriculum remains a vital and mission-aligned credential at Middle Georgia State University. Despite a decline in declared enrollment and graduation counts over the past five years, this trend reflects broader statewide shifts in student behavior—particularly an increase in direct-to-baccalaureate pathways and reduced use of standalone AA/AS credentials. The AS Core Curriculum is not intended as a terminal workforce degree, but rather as a structured, flexible general education credential that supports student momentum, milestone achievement, and transfer into high-demand STEM and health science programs. The program is fully aligned with USG's Core IMPACTS framework, integrates critical general education assessment processes, and contributes to institutional goals of academic readiness, affordability, and workforce preparation.

Given its foundational role in supporting access, transfer, and academic progression, the AS Core Curriculum will be retained and continue to receive institutional support. It serves a broad range of students—including part-time, non-traditional, and transfer populations—and is aligned with Georgia's workforce strategies and high-demand career areas. Continued investment in advising, program mapping, and assessment will be essential to ensure ongoing relevance and responsiveness to student needs. The AS Core Curriculum also supports multiple undergraduate pathways across the School of Computing, School of Health and Natural Sciences, and School of Arts and Letters. MGA affirms its commitment to maintaining this credential as a flexible, quality-driven component of its academic portfolio.

Categorical Summation

Check any of the following to categorically describe action(s) the institution will take concerning this program.
☐ Program MEETS Institution's Criteria
X Program is critical to the institutional mission and will be retained.
☐ Program is critical to the institutional mission and is growing or a high demand field and thus will be enhanced.
☐ Program PARTIALLY MEETS Institution's Criteria and will be re-evaluated in
☐ Program DOES NOT MEET Institution's Criteria
☐ Program will be placed on a 1 year monitoring status.
☐ Program will undergo substantive curricular revisions.
☐ Program will be deactivated.
☐ Program will be voluntarily terminated.
☐ Other (identify/add text):

Provost or VPAA Signature: Date:

Comprehensive Program Review

AY 2024 – 2025

Institution: Middle Georgia State University

Comprehensive Program Review

Academic Year: 2024–2025
Institution: Middle Georgia State University
Academic Program: Associate of Science (AS) in Core Curriculum
College or School: School of Computing
Department: Mathematics
CIP Code: 24.0101.01
Date of Last Internal Review: Exempt / Proxy via AS Core Curriculum Annual Assessment
Faculty Completing Report: Dr. C. Tsavatewa
Current Date: 03/25/2025

5 Year Enrollment by Campus and Graduation Trends *(data available in Deans and Chairs Dashboard)*

Enrollment

Campus	***Fall 2020***	***Fall 2021***	***Fall 2022***	***Fall 2023***	***Fall 2024***	***5 YR Growth***	***Fall 2020 vs Fall 2024***
Macon	*6*	*4*	*2*			*–*	*–*
Cochran			*1*	*1*		*0*	*–*
Warner Robins			*2*		*2*	*+2*	*+2*
Dublin						*0*	*0*
Eastman						*0*	*0*
Online	*2*	*3*	*1*		*1*	*-1 (–50%)*	*-1 (–50%)*
Off Campus						*0*	*0*
Total	*8*	*7*	*6*	*1*	*3*	*-5 (–62.5%)*	*-5 (–62.5%)*

*Note: **Note:** Enrollment figures for the AS Core Curriculum reflect only those students who have officially declared the AS as their program of study. They may not include all students progressing through the general education core. In many cases, students are awarded the AS in Core Curriculum as a **milestone credential** en route to a BS degree after reaching 60 earned credits. This distinction is important when interpreting program productivity and the relationship between enrollment and degree conferral.*

Graduates

FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	5-Year Growth	FY 2020 vs FY 2024
31	15	13	8	9	–22 (–71.0%)	–22 (–71.0%)

Program Purpose and Mission
The Associate of Science in Core Curriculum (AS Core Curriculum) provides students with a foundational STEM-oriented general education through the completion of 42 credit hours in the University System of Georgia (USG) Core IMPACTS curriculum, paired with 18 credit hours in a selected Field of Study. This 60-hour degree supports student progression into baccalaureate-level science, computing, mathematics, and applied programs, and serves as a structured credential for students completing general education requirements prior to major declaration.

Alignment with Department, School, and Institutional Mission
The AS Core Curriculum has been offered at MGA since 2004. It does not include formal tracks or concentrations but allows students to complete a Field of Study comprising 18 hours of discipline-specific coursework. These fields of study are intended to support transfer into science, technology, engineering, and mathematics majors at the baccalaureate level.

Program Age, Tracks, and Concentrations
The AS Core Curriculum has been offered at MGA since 2004. It does not include formal tracks or concentrations but allows students to complete a Field of Study comprising 18 hours of discipline-specific coursework. These fields of study are intended to support transfer into science, technology, engineering, and mathematics majors at the baccalaureate level.

Accreditation Information/Status
The AS Core Curriculum is not subject to specialized programmatic accreditation. However, it is fully compliant with USG policy for general education and is structured around the recently implemented **Core IMPACTS** framework. The program's design aligns with statewide expectations for high-quality general education that supports both academic and career readiness..

Methods of Delivery
The AS Core Curriculum is not subject to specialized programmatic accreditation. However, it is fully compliant with USG policy for general education and is structured around the recently implemented **Core IMPACTS** framework. The program's design aligns with statewide expectations for high-quality general education that supports both academic and career readiness.

Changes Since Last Review
While this program was exempt from traditional internal review due to its structural role as a proxy

credential aligned with general education, it has undergone curricular naming refresh/updates aligned with USG's Core IMPACTS framework. MGA has successfully transitioned to the referable general education model, and enhanced assessment processes for general education outcomes have been implemented and documented in the attached General Education Assessment Report.

Benchmarks of Progress
Progress benchmarks include:

- Full implementation of the USG Core IMPACTS general education model
- Enhanced and documented general education outcomes assessment processes
- Ongoing review and alignment of Field of Study options to support STEM-focused transfer pathways
- Maintenance of program-level flexibility and transferability to serve evolving student needs

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Plans for Action
Moving forward, the AS Core Curriculum will continue to serve as a foundational transfer credential into STEM-related baccalaureate programs. The program will maintain alignment with general education outcomes assessment cycles and ensure that Field of Study options reflect evolving workforce and academic expectations. Continued emphasis will be placed on academic advising, program mapping, and integration with institutional effectiveness initiatives.

Shifting Trends and Market Forces
As MGA has developed more direct bachelor's degree pathways in computing, natural sciences, and health sciences, the AS Core Curriculum remains critical as a flexible general education credential. It offers students a structured on-ramp into science and technology fields, many of which are included in the State of Georgia's High Demand Career List. The program is especially important for non-traditional, part-time, and transfer students who benefit from milestone credentialing prior to completion of the bachelor's degree.

Strategic Alignment and Relevance
Alignment with USG System-Wide Strategic Plan and Mission Fit
The AS Core Curriculum supports the USG strategic plan by preparing students to be critical thinkers and problem solvers, grounded in a general education that spans mathematics, science, written communication, and technology. The program reflects the system-wide emphasis on student access, affordability, academic momentum, and career readiness, particularly in STEM fields.
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Alignment with Institutional Mission and Function
MGA's mission as a state university with an access focus is directly supported by the AS Core Curriculum, which enables early academic credentialing, supports progression toward the bachelor's degree, and promotes transfer into high-demand career pathways. The program contributes to student retention, completion, and long-term career success.

Alignment with Institutional Strategic Plan and Academic Portfolio
The AS Core Curriculum is foundational to MGA's academic portfolio. It supports nearly every

STEM-related degree at the university by providing critical general education coursework and career-ready competencies. The integration of Core IMPACTS ensures relevance, adaptability, and engagement in a changing academic and economic landscape.

Alignment with Local, Regional, and State Talent Demand and Workforce Strategies
The AS Core Curriculum equips students with skills aligned with Georgia's high-demand fields, including healthcare, information technology, education, and public service. Career-ready competencies embedded in the curriculum—such as critical thinking, analysis, teamwork, and quantitative reasoning—support both academic success and workforce preparation..

Using IPEDS data, list the supply of graduates in the program and related programs in the service area:

USG Sector	CIP Code	Program Title	Award Level	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
State University	24.0101.01	Associate of Arts/Science – Core Curriculum	Associate Degree	**1,519**	**1,475**	**1,454**	**1,303**	**1,116**

Supply = Number of program graduates last year within the study area
****Competitors = List other USG institutions that offer this program of a similar program in the area***

While the number of graduates from the Associate of Arts/Science – Core Curriculum within the USG State University Sector declined from **1,519 in FY 2020** to **1,116 in FY 2024**, this reflects shifting enrollment trends, increased direct-to-baccalaureate transitions, and reduced reliance on standalone AA/AS credentials. The program remains critical as a flexible and mission-aligned general education credential within the sector..

Labor Market/Career Placement Outlook/Salary:

Occupation	SOC Code	Included in GA HDC List	Projected Growth	Avg. GA Salary	Notes
Registered Nurses	29-1141	✓ Yes	6%	~$75,000	High-demand health science field; common baccalaureate transfer outcome
Medical & Health Services Managers	11-9111	✓ Yes	28% (national)	~$103,000	Requires BS/graduate degree; accessible via health or IT transfer tracks

Occupation	SOC Code	Included in GA HDC List	Projected Growth	Avg. GA Salary	Notes
Software Developers	15-1252	✓ Yes	26% (national)	~$108,000	Aligned with computing/math/science transfers
Biological Technicians	19-4021	✓ Yes	5%	~$49,000	STEM lab support role; accessible post-transfer into biology programs
Respiratory Therapists	29-1126	✓ Yes	13%	~$65,000	Transfer into allied health programs; growing regional demand
Radiologic Technologists	29-2034	✓ Yes	6%	~$63,000	Clinical healthcare pathway from science or allied health field of study
Environmental Scientists	19-2041	✓ Yes	5%	~$75,000	Strong alignment with natural sciences transfer
Pharmacy Technicians	29-2052	✓ Yes	6%	~$37,000	Entry-level opportunity; often pursued during or after AS-level study
Computer User Support Specialists	15-1232	✓ Yes	8%	~$55,000	Entry to mid-level IT support; aligned with computing and math tracks
Physical Therapist Assistants	31-2021	✓ Yes	19%	~$62,000	Healthcare support role; requires associate or BS in health sciences

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The AS Core Curriculum aligns effectively with multiple state-identified high demand careers, particularly when leveraged as a foundational transfer credential into STEM, health sciences, and technology-related baccalaureate programs. While not designed as a terminal workforce credential, the AS equips students with essential academic competencies—quantitative reasoning, scientific inquiry, analytical thinking, and communication—that are highly transferable and relevant to high-growth occupational sectors such as healthcare, computing, biological sciences, and engineering. These academic and skill-based foundations reinforce the Core IMPACTS framework's emphasis on

integrated, career-ready learning and support Georgia's strategic priorities related to educational attainment, workforce pipeline development, and long-term economic competitiveness in science and technology fields.

Conclusion and Recommendation

The Associate of Science in Core Curriculum continues to serve as a foundational, mission-aligned program at Middle Georgia State University. Rooted in the Core IMPACTS curriculum, the program advances general education excellence, supports transfer into STEM and professional fields, and contributes to student success across the institution.

In accordance with USG Academic and Student Affairs Handbook 2.3.6, which requires institutions to evaluate the "quality, viability, and productivity of efforts in teaching and learning, scholarship, and service as appropriate to the institution's mission," this review confirms that the AS Core Curriculum:

- Maintains academic quality through strong general education assessment practices.
- Demonstrates viability with flexible delivery and program relevance.
- Contributes to institutional productivity through its integration across all undergraduate pathways.

Recommendation:
Middle Georgia State University should maintain and continue full support for the Associate of Science in Core Curriculum. Continued investment in advising, curriculum mapping, and data-informed assessment will ensure the program remains responsive to student needs and system-wide goals for educational attainment and workforce preparation.

Attachment: 2023–2024 General Education (Gen Ed) Assessment Report

IEB's Comprehensive Program Review Rubric and Evaluation

Date Reviewed: 6/30/2025

Program Reviewed: Associate of Science (AS) in Core Curriculum

Contextual Notes: Summarize any demographic or environmental factors described in the introduction that might significantly impact assessment of the program
I do not see any such factors. (Perhaps it would be important to emphasize that the program, in spite of negative enrollment trends, contributes to the goals and missions of MGA and the USG by providing foundational courses for degrees and careers in the sciences.) "The program is especially important for non-traditional, part-time, and transfer students who benefit from milestone credentialing prior to completion of the bachelor's degree."

Area of Focus	Exemplary Area	Satisfactory Area	Area of Concern	No Evidence	Notes
Enrollment	*This **program** has significantly positive enrollment trends and robust credit hour production*	*This **program** has stable or moderately positive enrollment trends and healthy credit hour production*	*This **program** has negative enrollment trends and weak credit hour production*		**Area of Concern. This program has negative enrollment trends and appears to also have weak credit hour production.**
Graduation Trends USG benchmark:	*Three year rolling average greatly exceeds USG minimum*	*Three year rolling average meets or exceeds USG minimum*			**Exemplary Area. Although the graduation trend is generally decreasing, the**

IEB's Comprehensive Program Review Rubric and Evaluation

Bachelor's Degrees: 10 graduates/year **Graduate, Associate's or Certificates**: 5 graduates/year Programs falling under these benchmarks are designated as "low performing"	*benchmark for degrees conferred*	*benchmark for degrees conferred*			**three-year *rolling average (10) greatly exceeds the USG minimum benchmark for degrees conferred* (5).**

Program Strengths of Note: This 60-hour degree supports student progression into baccalaureate-level science, computing, mathematics, and applied programs, and serves as a structured credential for students completing general education requirements prior to major declaration.

Areas of Concern: Enrollment is very low, and the number of graduates is decreasing.

Other Comments: The AS Core Curriculum serves as a foundational transfer credential into STEM-related baccalaureate programs. The AS Core Curriculum is a flexible general education credential. It offers students a structured on-ramp into science and technology fields, many of which are included in the State of Georgia's High Demand Career List. The program is especially important for non-traditional, part-time, and transfer students who benefit from milestone credentialing prior to completion of the bachelor's degree.

Middle Georgia
State University

General Education Assessment Report

AY 2023-2024

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MEMORANDUM

TO: Dr. David Jenks, Provost and Vice President of Academic Affairs
Dr. Kinzie Lee, Chair, Institutional Assessment and Review Board
Academic Deans

CC: Appointed Members, General Education/Core IMPACTS Workgroup

FROM:
Dr. Chris Tsavatewa, Assistant Provost for Academic Planning, Research, and Effectiveness
Dr. Dawn Sherry, Chair, Department of Natural Sciences, Provost Fellow – General Education Assessment
Dr. Deepa Arora, Senior Associate Provost

DATE: March 17, 2025

SUBJECT: General Education/Core IMPACTS Workgroup Ongoing Assessment and Reporting

Dr. Jenks,

On behalf of the General Education/Core IMPACTS Workgroup, we affirm that the group continues to carry out its responsibilities to ensure compliance with the University System of Georgia (USG) Board of Regents (BOR) and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) policies, specifically BOR Policy 3.3.1 and SACSCOC Standard 9.3.

The workgroup remains actively engaged in:

1. **Implementing and maintaining the USG and MGA Core IMPACTS framework** through accountability reporting, communication plans, and necessary documentation in alignment with institutional expectations.
2. **Developing, reviewing, and refining General Education/Core IMPACTS assessment reports** to support continuous improvement efforts within Academic Affairs and the Institutional Effectiveness Board of the Faculty Senate.
3. **Reviewing and facilitating course modifications and new course approvals** within the General Education/Core IMPACTS curriculum to ensure alignment with institutional and system-wide standards before submission to the Academic Affairs Committee of the Faculty Senate.
4. **Promoting interdisciplinary collaboration and shared governance** to uphold the integrity and effectiveness of the Core IMPACTS curriculum in fostering student success and institutional mission alignment.

Ongoing Work and Next Steps

The General Education/Core IMPACTS Workgroup remains committed to ongoing assessment, data collection, and curriculum enhancement. Work is actively underway to gather assessment data for Academic Year 2024-2025, with findings to be reported by the July deadline. This effort ensures that our general education curriculum remains data-driven, student-centered, and aligned with institutional and accreditation expectations.

Attachments

For your review, please find attached:

- **2023-2024 General Education/Core IMPACTS Assessment Reports**
- **2023-2024 General Education/Core IMPACTS Peer Assessment Rubric** with scoring and comments
- **2023-2024 General Education/Core IMPACTS Course-Level Assessment Scorecard**

We appreciate your continued leadership and support as we advance these efforts. Please let us know if you have any questions or require further details.

Sincerely,

Dr. Chris Tsavatewa
Assistant Provost for Academic Planning, Research, and Effectiveness

Dr. Dawn Sherry
Chair, Department of Natural Sciences
Provost Fellow – General Education Assessment

Dr. Deepa Arora
Senior Associate Provost

General Education/Core IMPACTS Assessment Cycle (AY 23-24) Executive Summary

General Education/Core IMPACTS Assessment Reports

The 2023-2024 General Education/Core IMPACTS Assessment Reports provide a comprehensive review of student learning outcomes and curriculum effectiveness across all Core IMPACTS areas. These reports serve as a critical component of MGA's continuous improvement process, ensuring compliance with institutional, USG, and SACSCOC expectations.

Key Findings:

- All Area Leads successfully completed and submitted their assessment reports in a timely manner, demonstrating a commitment to data-driven decision-making and student success.
- Active participation in the review cycle has contributed to improvements in reporting methodology, including refinements to templates, timelines, and overall assessment processes.
- The assessment process has led to increased alignment of general education outcomes with institutional goals, ensuring a more structured and actionable approach to evaluating student learning.

Next Steps and Continuous Improvement:

- The workgroup will continue collaborating with Academic Affairs (AA) to further enhance assessment practices, ensuring consistency, clarity, and effectiveness in reporting.
- Ongoing discussions with faculty and curriculum oversight bodies will be conducted to refine instructional strategies based on assessment findings.
- Future assessment cycles will incorporate feedback from this year's process to streamline reporting, improve engagement, and enhance the use of data for decision-making.

2023-2024 General Education/Core IMPACTS Peer Assessment Rubric with scoring and comments

The 2023-2024 General Education/Core IMPACTS Peer Assessment Rubric provides a structured evaluation of student learning outcomes, incorporating scoring and qualitative feedback across all Core IMPACTS areas. The rubric was applied across assessed courses to ensure alignment with institutional and system-wide expectations for general education.

Key Findings:

- All areas of evaluation in General Education/Core IMPACTS were holistically scored as Proficient across all domains of Learning Outcomes Alignment, Assessment Methodology, Data Collection and Analysis, Use of Results for Improvement, Completeness of Report
- All Area Leads have reviewed the scoring and comments, ensuring a comprehensive assessment of student performance and instructional effectiveness.
- The assessment results highlight areas of strength and opportunities for improvement, with a focus on consistency in evaluating proficiency levels and student learning outcomes.

- Actionable Feedback has been documented to inform instructional adjustments and curriculum refinements where necessary.

Next Steps and Continuous Improvement:

- Area Leads will engage with their respective academic leadership and supervisors to discuss assessment results, identify trends, and develop targeted strategies for improvement.
- Where necessary, faculty and curriculum oversight committees will be involved to refine instructional approaches and assessment methodologies to "close the loop" on feedback and ensure continuous improvement.
- The findings will be used to guide curricular enhancements, faculty development initiatives, and pedagogical strategies aimed at increasing student success within the Core IMPACTS framework.

2023-2024 General Education/Core IMPACTS Course-Level Assessment Scorecard

The 2023-2024 General Education/Core IMPACTS Course-Level Assessment Scorecard evaluates student proficiency across general education/core courses, aligning with the institution-wide goal that 70% of students demonstrate proficiency or higher (scoring 3 or 4) at both the area and course levels.

Key Findings:

- Institutional Performance: The overall assessment results indicate progress in achieving proficiency benchmarks, with shifts in course-level performance from the previous cycle.

Performance Trends:

  - Courses that were below threshold in the previous cycle have now moved above threshold, indicating improvement.
  - Conversely, some courses that were above threshold in the previous cycle have fallen below threshold, highlighting areas for intervention.

Current Status of Courses:

  - 6 courses remain below the proficiency threshold, requiring targeted support and curriculum adjustments.
  - Several courses were not assessed in the previous cycle but assessed this cycle, contributing to a more comprehensive dataset.
  - Some courses that were assessed in the previous cycle were not assessed this cycle, necessitating follow-up to ensure consistent evaluation.

Implications and Next Steps:

The findings will inform ongoing assessment and curriculum development efforts, ensuring that instructional strategies, academic support, and assessment methodologies continue to align with institutional goals. The data will be used to guide discussions on improving student outcomes and refining general education/core course instruction to promote sustained proficiency growth.

General Education Core Area Assessment Reporting Template

Middle Georgia State University

Academic Year(s) of Assessment: AY23-24

Submission Date:

Core Area: __B_____

Submitted by: Eric Sun

Instructions: Fill in the sections below for each general education outcome on which you are reporting assessment efforts.

1. Student Learning Outcomes:

The following specific Student Learning Outcomes (competencies) are used to assess student growth in the achievement of the General Education program goals in the Core Area listed above:

New Core IMPACTS AREA	**MGA SLO**
Institutional Priority	Students will assimilate, analyze, and present thoughts and opinions in oral forms
CORE IMPACTS SLO: Students will demonstrate the ability to think critically and solve problems related to academic priorities at their institution.	

Competency 1: Communicates the thesis or purpose in an appropriate manner

Competency 2: Presentation is organized and logical.

Competency 3: Gets audience's attention and establishes rapport.

Competency 4: Moves smoothly from point to point to conclusion.

Competency 5: Concludes the speech in an interesting and appropriate manner.

2. **Describe any changes to your assessment process made during this assessment period. If there were no changes, say "no changes were made."**

All assessment data for Fall and Spring were captured using and assessment rubric in the Brightspace, the course management system.

3. **Describe any curricular changes implemented during the previous assessment period (include relevant evidence of improvement(s) made such as revised syllabus, rubric, etc. and/or additional or revised activities, etc. in Appendix):**

   The assessment rubric for each of the five competencies used a 4 point scale for Fall 2023 courses. The rubric was revised to a 5 point scale for Spring 2024. In response to course instructors' request for increased granularity, an additional "above average" evaluation level was added. (See Appendix A).

   The academic success content was substantially revised for full session courses in the Fall and all courses (full, 1st and 2nd session) in the Spring. The schedule was also revised to begin 1 week after classes began and end 2 weeks before the last day of class.

4. Report of Assessment Data and Results:

Fall 2023: Data was collected from 44 sections of Area B courses. The percent of students who passed the oral presentation assignment with 70% or better in the Area B courses ranged from 81.82% to 100%. No section was below the 70% threshold. (See appendix B). Additional assessment data was obtained for each competency. (see appendix C).

Spring 2024: Data was collected from 35 sections of Area B courses. The percent of students who passed the oral presentation assignment with 70% or better in the Area B courses ranged from 42.11% to 100%. Only 2 sections were below the 70% threshold. (see appendix B). Additional assessment data was obtained for each competency. (see appendix C).

6. Analysis and Interpretation/Reflection on Results or Trends:

A total of 79 Area B courses were taught in 2023-2024. There were 44 and 35 Area B offered in the Fall 2023 and Spring 2024 semesters respectively. All but 2 classes achieved the goal of 70%, resulting in a success rate of 97.47%. Of the 1367 student scores reported for both semesters, 528 students passed giving a 95.98% success rate for the outcome. The two classes that did not achieve the goal of 70% were taught in the Spring semester and were different sections of the same course. (see appendix B). This warrants a careful inspection of the course content and possible redesign on specific areas of the course.

Scores of the 5 competencies were reported for both semesters. Revision of the oral competency content made it more manageable for the students. Assessment data for the 5 competencies showed that over 90% of the students in all sections achieved a score of 3 or 4 (the top 2 levels) in all competencies. (see appendix C)

7. Prior Improvement Plans Implemented:

Data collection from the previous year was inconsistent and the template did not address all 5 competencies. Use of the course management system BrightSpace/D2L to collect the data and an assessment rubric ensured consistent data collection for all sections of the course in both Fall and Summer semesters. This was a great improvement from the previous year when the data from a small number of courses were reported.

8. Recommendations for Improvement of Assessment Process and/or Student Learning:

The assessment rubric for the Fall and Spring semesters were different. The Fall rubric used a 4 poin scale which was revised to a 5 point scale in the Spring. To provide instructors with a finer distinction of student performance, the 5 point scale should be used for both semesters.

APPENDICES

Appendix A: Assessment evaluation rubrics.

FALL 2023 ORAL PRESENTATION EVALUATION RUBRIC (4 point scale)

Category	4 = Exemplary (Exceeds Expectations)	3 = Proficient (Meets Expectations)	2 = Developing (Does Not Meet Expectations)	1 = Unsatisfactory (Failing)
Competency One: Communicates The Thesis Or Purpose In An Appropriate Manner.	Central Thesis is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.	Central message is basically clear but may not be repeated often enough to be memorable.	Central message can be deduced, but is not stated in the presentation.	Central Message is missing from presentation, which is just a loose collection of material.
Competency Two: Presentation Is Organized And Logical.	Organization pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organization pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is inconsistent within the presentation.	Organization pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is barely observable within the presentation.	No recognizable organization pattern (specific introduction and conclusion, sequenced material within the body, and transitions) .
Competency Three: Gets Audience's Attention And Establishes Rapport.	Delivery techniques (posture, gesture, eye contact and vocal expressiveness) make the presentation compelling and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact and vocal expressiveness) make presentation understandable even if the speaker appears tentative.	Delivery techniques (posture, gesture, eye contact and vocal expressiveness) detract from the comprehension of the presentation and the speaker appears uncomfortable.	Delivery techniques (posture, gesture, eye contact and vocal expressiveness) render the comprehension of the presentation impossible.
Competency Four: Moves Smoothly From Point To Point To Conclusion.	Transitions between ideas and examples (verbally, visually, and logically are elegant and seamless.	Transitions between ideas and examples (verbally, visually, and logically) are few and may follow awkwardly.	Transitions between ideas and examples (verbally, visually, and logically) are largely missing and awkward in structure	No evidence of Transitions between ideas and examples (verbally, visually, or logically)
Competency Five: Concludes The Speech In An Interesting And Appropriate Manner.	Conclusion of the speech enhances the main thesis with insightful references to important additional points and an elegant articulation of the implications of the matter discussed.	Conclusion of the speech revisits the main thesis with ~~a~~ insufficient reference to important additional points and fails to articulate the implications of the matter discussed.	Conclusion of the speech revisits the main thesis but with no references to important additional points and no clear articulation of the implications of the matter discussed.	Conclusion of the speech does not revisit the main thesis.

SPRING 2024 ORAL PRESENTATION EVALUATION RUBRIC (5 point scale)

Category	5 (Excellent)	4 (Above Average)	3 (Average)	2 (Poor)	1 (Fail)
Competency One: Communicates The Thesis Or Purpose In An Appropriate Manner.	Central Thesis is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.	Central Message is clear and consistent with the supporting material.	Central message is basically clear but may not be repeated often enough to be memorable.	Central message can be deduced, but is not stated in the presentation.	Central Message is missing from presentation, which is just a loose collection of material.
Competency Two: Presentation Is Organized And Logical.	Organization pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organization pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organization pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is inconsistent within the presentation.	Organization pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is barely observable within the presentation.	No recognizable organization pattern (specific introduction and conclusion, sequenced material within the body, and transitions) .
Competency Three: Gets Audience's Attention And Establishes Rapport.	Delivery techniques (posture, gesture, eye contact and vocal expressiveness) make the presentation compelling and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact and vocal expressiveness) make presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact and vocal expressiveness) make presentation understandable even if the speaker appears tentative.	Delivery techniques (posture, gesture, eye contact and vocal expressiveness)det ract from the comprehension of the presentation and the speaker appears uncomfortable.	Delivery techniques (posture, gesture, eye contact and vocal expressiveness) render the comprehension of the presentation impossible.
Competency Four: Moves Smoothly From Point To Point To Conclusion.	Transitions between ideas and examples (verbally, visually, and logically are elegant and seamless.	Transitions between ideas and examples (verbally, visually, and logically) are clear and fluent; only one or two are noticeably inelegant.	Transitions between ideas and examples (verbally, visually, and logically) are few and may follow awkwardly.	Transitions between ideas and examples (verbally, visually, and logically) are largely missing and awkward in structure	No evidence of Transitions between ideas and examples (verbally, visually, or logically)
Competency Five: CONCLUDES THE SPEECH IN AN INTERESTING AND APPROPRIATE MANNER.	Conclusion of the speech enhances the main thesis with insightful references to important additional points and an elegant articulation of the implications of the matter discussed.	Conclusion of the speech revisits the main thesis with appropriate references to important additional points and a clear articulation of the implications of the matter discussed.	Conclusion of the speech revisits the main thesis with ~~a~~ insufficient reference to important additional points and fails to articulate the implications of the matter discussed.	Conclusion of the speech revisits the main thesis but with no references to important additional points and no clear articulation of the implications of the matter discussed.	Conclusion of the speech does not revisit the main thesis.

Appendix B: Area B oral presentation grades

1. Fall 2023 Data

Course	# Students	# Passing (70%)	% Passing
HYBRID Persp Imaginative Writ Section 01 Fall 2023 CO	15	15	100.00%
HYBRID Persp MusicSociety Section 03 Fall 2023 CO	6	6	100.00%
HYBRID Persp on Art Section 01 Fall 2023 CO	20	15	75.00%
HYBRID Persp on Art Section 02 Fall 2023 CO	14	14	100.00%
HYBRID Persp on Art Section 04 Fall 2023 CO	22	16	72.73%
HYBRID Persp on Narrative Section 03 Fall 2023 CO	10	10	100.00%
HYBRID Persp on Theatre Section 01 Fall 2023 CO	9	6	66.67%
HYBRID Persp Society in Film Section 02 Fall 2023 CO	13	13	100.00%
HYBRID Perspect - Hist Comp Section 08 Fall 2023 CO	9	9	100.00%
HYBRIDPersp on Global Cultures Section 02 Fall 2023 CO	23	23	100.00%
HYBRIDPersp on Global Cultures Section 03 Fall 2023 CO	12	12	100.00%
ONLINE Pers. on the Human Mind Section 02 Fall 2023 CO	25	25	100.00%
ONLINE Persectives on Aviation Section 03 Fall 2023 CO	23	23	100.00%
ONLINE Persp on America at War Section 02 Fall 2023 CO	22	21	95.45%
ONLINE Persp on Aviation Section 05 Fall 2023 CO	19	19	100.00%
ONLINE Persp on Aviation Section 06 Fall 2023 CO	19	18	94.74%
ONLINE Persp on Ethics in HC Section 01 Fall 2023 CO	34	34	100.00%
ONLINE Persp on Ethics in HC Section 02 Fall 2023 CO	24	24	100.00%
ONLINE Persp on Health Care Section 01 Fall 2023 CO	21	21	100.00%
ONLINE Persp on Wellness Section 01 Fall 2023 CO	14	13	92.86%
ONLINE Persp on Wellness Section 02 Fall 2023 CO	15	14	93.33%
ONLINE Persp on Wellness Section 03 Fall 2023 CO	14	12	85.71%
ONLINE Persp Society and Film Section 01 Fall 2023 CO	11	9	81.82%
ONLINE Persp Society in Film Section 05 Fall 2023 CO	15	13	86.67%
ONLINE Persp. on DeathDying Section 01 Fall 2023 CO	23	23	100.00%
ONLINE Perspect - Hist Comp Section 03 Fall 2023 CO	27	25	92.59%
ONLINE Perspect - Hist Comp Section 06 Fall 2023 CO	6	6	100.00%
ONLINE Perspect - Hist Comp Section 07 Fall 2023 CO	17	17	100.00%
ONLINE Perspective on Aviation Section 01 Fall 2023 CO	26	26	100.00%
ONLINE Perspective on Aviation Section 02 Fall 2023 CO	22	20	90.91%
ONLINE Perspectives -Hist Comp Section 09 Fall 2023 CO	17	16	94.12%
ONLINE Perspectives -Hist Comp Section 10 Fall 2023 CO	17	16	94.12%
ONLINEPersp on Global Cultures Section 01 Fall 2023 CO	10	10	100.00%
ONLINEPerspectives Human Mind Section 06 Fall 2023 CO	20	20	100.00%
ONLINEPerspectives on Aviation Section 04 Fall 2023 CO	23	23	100.00%
ONLN Persp. on Sinners Saints Section 01 Fall 2023 CO	1	1	100.00%
ONLN Persp. on Sinners Saints Section 04 Fall 2023 CO	17	15	88.24%
ONLN Persp. Society in Film Section 07 Fall 2023 CO	17	17	100.00%
Persp on America at War Section 03 Fall 2023 CO	11	11	100.00%

Perspectives on Diversity Section 02 Fall 2023 CO	7	7	100.00%
Perspectives on Sinners Saints Section 03 Fall 2023 CO	20	20	100.00%
Perspectives on the Human Mind Section 04 Fall 2023 CO	17	16	94.12%
Perspectives on the Human Mind Section 07 Fall 2023 CO	12	12	100.00%
Perspectives Society in Film Section 06 Fall 2023 CO	15	15	100.00%
44 SECTIONS TOTAL	**734**	**701**	**95.50%**

2. Spring 2024 Data

Course	# Students	# Passing (70%)	% Passing
HYBRID Persp on Art Section 01 Spring 2024 CO	14	14	100.00%
HYBRID Persp Society and Film Section 02 Spring 2024 CO	15	15	100.00%
HYBRIDPersp on Global Cultures Section 01 Spring 2024 CO	7	7	100.00%
HYBRIDPersp on Global Cultures Section 02 Spring 2024 CO	14	14	100.00%
ONLINE Pers on Ethics in Hth Section 01 Spring 2024 CO	31	31	100.00%
ONLINE Persp - Hist Computing Section 02 Spring 2024 CO	16	15	93.75%
ONLINE Persp - Hist Computing Section 03 Spring 2024 CO	8	8	100.00%
ONLINE Persp - Hist Computing Section 04 Spring 2024 CO	12	12	100.00%
ONLINE Persp - Hist Computing Section 06 Spring 2024 CO	16	15	93.75%
ONLINE Persp on Health Care Section 01 Spring 2024 CO	35	35	100.00%
ONLINE Persp on Wellness Section 01 Spring 2024 CO	24	23	95.83%
ONLINE Persp on Wellness Section 02 Spring 2024 CO	17	17	100.00%
ONLINE Persp on Wellness Section 03 Spring 2024 CO	30	30	100.00%
ONLINE Persp Society and Film Section 01 Spring 2024 CO	16	16	100.00%
ONLINE Persp Society and Film Section 05 Spring 2024 CO	15	14	93.33%
ONLINE Persp. on Human Mind Section 07 Spring 2024 CO	17	17	100.00%
ONLINE Persp. on Diversity Section 01 Spring 2024 CO	19	8	42.11%
ONLINE Persp. on Diversity Section 02 Spring 2024 CO	15	10	66.67%
ONLINE Persp. on Human Mind Section 01 Spring 2024 CO	14	14	100.00%
ONLINE Perspect -Hist Comp Section 01 Spring 2024 CO	23	22	95.65%
ONLINE Perspectives Aviation Section 01 Spring 2024 CO	28	28	100.00%
ONLINE Perspectives Aviation Section 02 Spring 2024 CO	26	26	100.00%
ONLINE Perspectives Aviation Section 03 Spring 2024 CO	27	27	100.00%
ONLINE Perspectives Aviation Section 04 Spring 2024 CO	28	28	100.00%
ONLINE Perspectives Aviation Section 05 Spring 2024 CO	25	25	100.00%
ONLINE Perspectives Aviation Section 07 Spring 2024 CO	15	15	100.00%
ONLINEPersp on Music Society Section 04 Spring 2024 CO	12	12	100.00%
ONLINEPerspectives Aviation Section 06 Spring 2024 CO	24	24	100.00%
ONLN Persp on America at War Section 02 Spring 2024 CO	19	19	100.00%
ONLN Persp on Music Society Section 05 Spring 2024 CO	15	15	100.00%
ONLN Persp on Sinners Saints Section 03 Spring 2024 CO	13	13	100.00%
ONLN Perspectives on Narrative Section 01 Spring 2024 CO	8	8	100.00%

Persp on America at War Section 01 Spring 2024 CO	12	12	100.00%
Persp on Sinners Saints Section 01 Spring 2024 CO	6	6	100.00%
Perspectives on the Human Mind Section 03 Spring 2024 CO	17	16	94.12%
35 SECTIONS TOTAL	**633**	**611**	**96.52%**

Appendix C: Area B Oral Assessment Competency Scores*

1. Fall 2023 Competency Score Data

Competency 1				Competency 2				Competency 3				Competency 4				Competency 5			
4	**3**	**2**	**1**	**4**	**3**	**2**	**1**	**4**	**3**	**2**	**1**	**4**	**3**	**2**	**1**	**4**	**3**	**2**	**1**
598	112	10	14	532	167	18	17	445	232	34	18	524	170	20	16	559	126	27	22
81%	15%	1%	2%	72%	23%	2%	2%	61%	32%	5%	2%	71%	23%	3%	2%	76%	17%	4%	3%
97%		3%		95%		5%		92%		7%		95%		5%		93%		7%	

2. Spring 2024 Competency Score Data**

Competency 1				Competency 2				Competency 3				Competency 4				Competency 5			
4	**3**	**2**	**1**	**4**	**3**	**2**	**1**	**4**	**3**	**2**	**1**	**4**	**3**	**2**	**1**	**4**	**3**	**2**	**1**
477	132	17	7	414	189	21	9	344	223	35	31	423	180	30	10	486	110	21	15
75%	21%	3%	1%	65%	30%	3%	1%	54%	35%	6%	5%	67%	28%	5%	2%	77%	17%	3%	2%
96%		4%		95%		5%		90%		10%		95%		6%		94%		6%	

*Values at the bottom of each table represent the following for each Competency:
Level 4 = combined % from levels 4 and 3
Level 2 = combined % from levels 2 and 1.

**To align the Spring 5 point scale rubric to a 4 point scale, level 1 scores in the first column of each Competency represent combined scores of 1 (Poor) and 2 (Fail) from the 5 point rubric.

General Education Core Area Assessment Reporting Template

Middle Georgia State University

Academic Year(s) of Assessment: AY 2023-24

Submission Date: 7.30/24

Core Area: _Mathematics_____

Submitted by: Richard Kilburn

Instructions: Fill in the sections below for each general education outcome on which you are reporting assessment efforts.

1. Student Learning Outcomes:

The following specific Student Learning Outcomes are used to assess student growth in the achievement of the General Education program goals in the Core Area listed above:

New Core IMPACTS AREA	**MGA SLO**
Mathematics	Students will demonstrate knowledge of quantitative analysis to solve quantitative problems using mathematical functions and concepts, and coherently express solutions in verbal, numerical, graphical or symbolic forms.
Core IMPACTS SLO: Students will apply mathematical and computational knowledge to interpret, evaluate, and communicate quantitative information using verbal, numerical, graphical, or symbolic forms.	

2. Describe any changes to your assessment process made during this assessment period. If there were no changes, say "no changes were made."

No changes were made

3. Describe any curricular changes implemented during the previous assessment period (include relevant evidence of improvement(s) made such as revised syllabus, rubric, etc. and/or additional or revised activities, etc. in Appendix):

No changes were made

4. Report of Assessment Data and Results:

Provide a summary of assessment results.

	4	3	2	1	Proficiency % 3&4
MATH 1001	456	128	51	8	90.8%
MATH 1111	149	80	31	23	80.9%
MATH 1113	33	20	10	6	76.8%
MATH 1251	14	20	20	11	52.3%
MATH 1401	199	106	40	16	84.5%
Totals	**851**	**354**	**152**	**64**	**83.0%**

6. Analysis and Interpretation/Reflection on Results or Trends:

Within mathematics, we saw 84.8% of students demonstrate proficiency. The success rate of 70% is surpassed in all courses apart from MATH 1251. The data indicate that students are close (as nearly 31% scored a 2), but that there is work to do be done in this course. Additionally, MATH 1113 is an area of concern as only 77% of students demonstrated proficiency.

Note: **Note: Institution-wide goal is that 70% of students demonstrate proficiency (Score of 3), this goal applies to both the area and course level.**

7. Prior Improvement Plans Implemented:

Provide a summary of how the results were used for improvement. (include evidence of improvement(s) implemented in Appendix).

The department used the results to adapt our data collection. Rather than collect the data every semester (which often results in successful students inflating the success rates as they progress to a second course), we only collect the data in a single semester. This year is the first time we have attempted this approach and received different (and likely more accurate) results this time.

8. Recommendations for Improvement of Assessment Process and/or Student Learning:

Provide a summary for improving the assessment process, curriculum, student learning, etc. for implementation of the revised process during the next assessment cycle (beginning Fall Semester 2023).

These results will be evaluated within the department to explore the explanatory rationale for the lack of student proficiency in MATH 1251. We will address this shortcoming through specific pedagogy.

General Education Core Area Assessment Reporting Template

Middle Georgia State University

Academic Year(s) of Assessment: AY23–24

Submission Date: May 28, 2024

Core Area: E (Political Science)(Social Sciences)

Submitted by: Dr. Christopher N. Lawrence

Instructions: Fill in the sections below for each general education outcome on which you are reporting assessment efforts.

1. Student Learning Outcomes:

The following specific Student Learning Outcomes are used to assess student growth in the achievement of the General Education program goals in the Core Area listed above:

New Core IMPACTS AREA	**MGA SLO**	**Core IMPACTS SLO**
Political Science and U.S. History	Students will analyze effectively how political and social relationships develop, persist, or change.	Students will demonstrate knowledge of the history of the United States, history of Georgia, and the provisions and principles of the United States Constitution and the Constitution of Georgia.
Social Sciences	Students will analyze effectively how political and social relationships develop, persist, or change.	Students will analyze effectively the complexity of human behavior, or how historical, economic, political, social, or spatial relationships develop, persist, or change.

2. Describe any changes to your assessment process made during this assessment period. If there were no changes, say "no changes were made."

No changes were made.

3. Describe any curricular changes implemented during the previous assessment period (include relevant evidence of improvement(s) made such as revised syllabus, rubric, etc. and/or additional or revised activities, etc. in Appendix):

Soft launch of Core IMPACTS in Spring 2024.

4. Report of Assessment Data and Results:

Course	Score ≥ 90%	70% ≥ Score > 90%	60% ≥ Score > 70%	Score < 60%	% Proficiency 3&4 Only
POLS 1101	288	243	28	46	87.7%
POLS 2101	7	5	0	1	92.3%
POLS 2201	7	6	0	1	92.9%
POLS 2301	3	0	0	0	100%
POLS 2401	*No data reported*				
Total					**88.0%**

6. Analysis and Interpretation/Reflection on Results or Trends:

Students who completed the assessment appear to largely meet the institution-wide goal of 70% of students demonstrating proficiency (categories 3 and 4, i.e. scoring 70% or higher on the assessment); however, this data omits students who do not complete the assessment or who withdraw from the course prior to the administration of the assessment, so the data may obscure more fundamental weaknesses in student learning, particularly in sections with high DFW rates. We have also had difficulty capturing data for POLS 2401 and will work with the faculty teaching that course to ensure it is reported in future terms.

7. Prior Improvement Plans Implemented:

We have continued to roll out the use of low/no-cost textbooks and inclusive access to ensure all students have access to the necessary materials for their courses in the core, particularly POLS 1101. We are also working on implementing a government and political science careers module, both in alignment with the workforce competencies for Core IMPACTS and to drive recruitment into the political science major and related minors.

8. Recommendations for Improvement of Assessment Process and/or Student Learning:

The university should consider adopting an exit exam for graduating students to better assess student learning across the core curriculum rather than relying on course-level assessment that will overcount some students and undercount others based on transfer status, prior learning assessment/credit by examination, etc.

General Education Core Area Assessment Reporting Template

Middle Georgia State University

Academic Year(s) of Assessment: AY23-24

Submission Date: May 30, 2024

Core Area: ___Arts, Humanities, and Ethics____

Submitted by: Dr. Benita Muth, English

Dr. Sheree Keith, MCA

Instructions: Fill in the sections below for each general education outcome on which you are reporting assessment efforts.

1. Student Learning Outcomes:

The following specific Student Learning Outcomes are used to assess student growth in the achievement of the General Education program goals in the Core Area listed above:

New Core IMPACTS AREA	**MGA SLO**
☒ Arts, Humanities, and Ethics (Humanities)	Students will effectively interpret and critically analyze texts, works of art, or music
Core IMPACTS SLO: Students will effectively analyze and interpret the meaning, cultural significance, and ethical implications of literary/philosophical texts or of works in the visual/performing arts.	

2. Describe any changes to your assessment process made during this assessment period. If there were no changes, say "no changes were made."

In Spring 2024, the English and MCA departments completed the Core Impacts Crosswalk, as we moved to the new USG core IMPACTS model. English and MCA determined our current assessment procedures aligned with the core IMPACTS area Arts, Humanities, and Ethics and that MGA will continue to nest MGA course level SLO's in the syllabus alongside Core IMPACTS SLO'S.

Otherwise, there was no change in assessment processes, as we continued to use the rubric established in Spring of 2023, making this the first full year of its use.

3. Describe any curricular changes implemented during the previous assessment period (include relevant evidence of improvement(s) made such as revised syllabus, rubric, etc. and/or additional or revised activities, etc. in Appendix):

English and MCA courses in core IMPACTS area Arts, Humanities, and Ethics began collecting data using a revised rubric in spring 23. For AY 23-24, no changes were made; see assessment rubric in Appendix I.

4. Report of Assessment Data and Results:

Provide a summary of assessment results.

Minimum reporting of outcomes by course - utilizing the approved planning rubric and institutional 4 point scale. Additional reporting may be submitted by campus, modality, delivery-time, etc. As deemed appropriate by the department or requested by Academic Affairs Leadership or Shared Governance oversight.

Overall for Core IMPACTS Area ARTS, HUMANITIES, & ETHICS in English and MCA:

AY 2023-24 Proficiency: 83%

4 = Exemplary (Exceeds expectations)	3 = Proficient (Meets expectations)	2 = Developing (Does not meet expectations)	1 = Unsatisfactory (Failing)
46%	37%	13 %	4%

Target met, with 83% proficient or above.

Individual Rubric Criteria: Target met in each

Response to Assignment

4 = Exemplary (Exceeds expectations)	3 = Proficient (Meets expectations)	2 = Developing (Does not meet expectations)	1 = Unsatisfactory (Failing)
54% 1003	28% 528	14 % 262	4% 67

Proficient or above: 82%

Argument/Analysis

4 = Exemplary (Exceeds expectations)	3 = Proficient (Meets expectations)	2 = Developing (Does not meet expectations)	1 = Unsatisfactory (Failing)
45%	36%	15 %	4%

824	**675**	**286**	**70**

Proficient or above: 81%

Supporting Evidence

4 = Exemplary (Exceeds expectations)	3 = Proficient (Meets expectations)	2 = Developing (Does not meet expectations)	1 = Unsatisfactory (Failing)
45% 844	**34% 638**	**16 % 291**	**5% 91**

Proficient or above: 79%

Structure and Organization

4 = Exemplary (Exceeds expectations)	3 = Proficient (Meets expectations)	2 = Developing (Does not meet expectations)	1 = Unsatisfactory (Failing)
49% 907	**35% 661**	**13 % 235**	**3% 58**

Proficient or above: 84%

Writing Proficiency

4 = Exemplary (Exceeds expectations)	3 = Proficient (Meets expectations)	2 = Developing (Does not meet expectations)	1 = Unsatisfactory (Failing)
44% 809	**42% 767**	**11% 197**	**3% 62**

Proficient or above: 86%

5. [there was no number 5 on this form]

6. Analysis and Interpretation/Reflection on Results or Trends:

Provide an analysis of assessment results included in this report by discussing strengths and/or weaknesses in students' performance/learning. Were there any major gaps in the data/results? (include examples of aggregated data in Appendix).

Note: Note: Institution-wide goal is that 70% of students demonstrate proficiency (Score of 3), this goal applies to both the area and course level.

Students were proficient in the Humanities Core IMPACTS Learning Goal in AY 2023-24. "Drilling down" to specific rubric criteria shows that while students demonstrated proficiency (score of 3 or higher), they seem to struggle most with the "Supporting Evidence" criteria on the rubric, with 16% "Developing" and 5% "Unsatisfactory." As a result, the initiative for AY 2024-2025 will focus on developing effective supporting evidence.

7. Prior Improvement Plans Implemented:

Provide a summary of how the results were used for improvement; (include evidence of improvement(s) implemented in Appendix).

While target was met in AY 2022-23, “drilling down” to specific rubric criteria indicated that while students demonstrated proficiency (score of 3 or higher) overall, students seemed to struggle most with the “Argument/Analysis” criteria of the rubric, with approximately 21% of those attempting the assessment scored as “developing” in this criterion. The initiative for ‘23-’24 was focused on developing a strong argument with insightful analysis, with students receiving supplemental instruction sheet to augment current instructions for the assignment by providing detailed instruction on how to develop a strong argument with insightful analysis.

Results: The rubric criteria for “Argument/Analysis” shows improvement this year, with 81% proficient or above. The percentage of students scored as “developing” declined from 21% (AY 22-23) to 15% (AY 23-24).

8. Recommendations for Improvement of Assessment Process and/or Student Learning:

Provide a summary for improving the assessment process, curriculum, student learning, etc. for implementation of the revised process during the next assessment cycle (beginning Fall Semester 2023).

While target was met in AY 2023-24, “drilling down” to specific rubric criteria indicated that while students demonstrated proficiency (score of 3 or higher) overall, students seemed to struggle most with the “Supporting Evidence” criterion on the rubric, with 16% of those attempting the assessment scoring as “developing” in this criterion. For AY 24-25, the focus will be on the “supporting evidence” criterion. English and MCA thus propose a joint initiative based on analysis of data. A supplemental instruction sheet will be provided to all classes where the Core IMPACTS Arts, Humanities, and Ethic Gen Ed assessment is housed. The supplemental instruction sheet will augment the current instructions for the assessment by providing clear and detailed instruction on how to choose and integrate strong supporting evidence for each point in the analysis. Instructors will use the new instruction sheet to focus students on choosing details that “show” the point they wish to “tell” in their analysis.

Appendix I

Common Rubric Used

	4 = Exemplary **(Exceeds expectations)**	**3 = Proficient** **(Meets expectations)**	**2 = Developing** **(Does not meet expectations)**	**1 = Unsatisfactory** **(Failing)**	**Score (1-4)**
Response to Assignment	Demonstrates a nuanced understanding of the assignment	Demonstrates a clear understanding of the assignment	Demonstrates a basic but imperfect understanding of the assignment	Demonstrates a significant misunderstanding of the assignment	
Argument/Analysis	Articulates a strong argument eloquently, with insightful analysis	Clearly articulates a strong argument, with solid analysis	Presents an argument and analysis but lacks strength or clarity	Lacks argument and/or is deeply flawed in analysis	
Supporting evidence	Supports argument and analysis persuasively, excellent evidence from the text	Supports argument and analysis with good evidence from the text	Offers some textual evidence for argument and analysis, but not truly persuasive	Fails to support argument and analysis with evidence from the text	
Structure and organization	Engaging introduction; body paragraphs organized logically with clear topic sentences advancing the thesis; satisfying conclusion	Organized into generally effective paragraphs, with clear introduction and conclusion, body paragraphs offer topic sentences relating to the thesis	Structured into paragraphs, but with significant weakness in clarity or relevance of topics	Not organized into paragraphs, or organization is faulty or incoherent	
Writing Proficiency	Sophisticated clarity, conciseness, and correctness in grammar and mechanics	Clear and concise, contains only minor errors in grammar and mechanics	Lacks clarity or conciseness, contains some significant local errors	Lacks clarity and conciseness, contains many significant errors in grammar and mechanics	
Total					

Appendix II

Data By Department (English and MCA)

ENGLISH Data AY 24

All English scores by rubric category:

All courses analyzed in English are sophomore level literature courses: English 2111, English 2112, English 2121 and 2121H, ENGL 2131 and 2131H, English 2132 and 2132H, English 2141, English 2142. Individual class breakdown to follow:

1082 students submitted the paper in an English class	Students	Pct. per category	Pct. per all students (i.e. 1082 total)
Response to assignment			
4 pts. -- Exemplary	425	40.0%	39.3%
3 pts. -- Proficient	365	34.3%	33.7%
2 pts. -- Developing	214	20.1%	19.8%
1 pt. -- Unsatisfactory	59	5.6%	5.5%
Argument and analysis			
4 pts. -- Exemplary	356	33.7%	32.9%
3 pts. -- Proficient	404	38.3%	37.3%
2 pts. -- Developing	237	22.5%	21.9%
1 pt. -- Unsatisfactory	58	5.5%	5.4%
Supporting evidence from text			
4 pts. – Exemplary	346	32.5%	32.0%
3 pts. – Proficient	398	37.4%	36.8%
2 pts. – Developing	238	22.3%	22.0%
1 pt. – Unsatisfactory	83	7.8%	7.7%
Structure and organization			
4 pts. – Exemplary	383	36.0%	35.4%

3 pts. – Proficient	446	42.0%	41.2%
2 pts. – Developing	182	17.1%	16.8%
1 pt. – Unsatisfactory	52	4.9%	4.8%
Writing proficiency			
4 pts. – Exemplary	303	29.3%	28.0%
3 pts. – Proficient	517	50.0%	47.8%
2 pts. – Developing	156	15.1%	14.4%
1 pt. – Unsatisfactory	59	5.7%	5.5%

ENGLISH and MCA DATA: AY 24, BY COURSE:

Engl 2XXX (2111, 2112, 2121, 2121H, 2122, 2122H, 2131, 2131H, 2141, 2142)

ENGL 2XXX	4	3	2	1
Response to Assignment	40%	34.3%	20.1%	5.6%
	74%		26%	
Argument/analysis	33.7%	38.3%	22.5%	5.5%
	72%%		28%%	
Supporting Evidence	32.5%	37.4%	22.3%	5.5%
	70%		16%	
Structure and Organization	36%	42%	17.1%	4.9%
	78%		22%	
Writing Proficiency	29.3%	50%	15.1%	5.7%
	79%		21%	
	74.6% Proficient			

MCA DATA: AY 24 BY DISCIPLINE

COMM 1110	4	3	2	1	Total

Response to Assignment	71 (69%)	27(26%)	5(5%)	0(0%)	103
	95%		5%		
Argument/analysis	59(57%)	38(37%)	4(4%)	2(2%)	103
	94%		6%		
Supporting Evidence	57(55%)	39(38%)	5(5%)	2(2%)	103
	93%		16%		
Structure and Organization	73(71%)	25(24%)	4(4%)	1(1%)	103
	95%		5%		
Writing Proficiency	68(66%)	33(32%)	2(2%)	0(0%)	103
	95%		5%		
	95.1% Proficient				
COMM 1100	4	3	2	1	
Response to Assignment	255(71%)	84(23%)	17(15%)	3(1%)	359
	84%		16%		
Argument/analysis	208(58%)	130(36%)	21(6%)	0(0%)	359
	94%		6%		
Supporting Evidence	226(63%)	109(30%)	24(7%)	0(0%)	359
	93%		7%		
Structure and Organization	235(65%)	100(28%)	24(7%)	0(0%)	359
	93%		7%		
Writing Proficiency	230(64%)	110(30%)	18(5%)	1(1%)	359
	94%		6%		
	94.0% Proficient				
ARTS 1100	4	3	2	1	
Response to Assignment	96(63%)	33(22%)	20(13%)	4(3%)	153
	85%		16%		

Argument/analysis	87(57%)	41 (27%)	16(10%)	9(6%)	153
	84%		16%		
Supporting Evidence	93(61%)	43(28%)	12(8%)	5(3%)	153
	88%		17%		
Structure and Organization	86(56%)	45(29%)	19(12%)	3(2%)	153
	86%		14%		
Writing Proficiency	76(50%)	63(41%)	12(8%)	2(1%)	153
	91%		9%		
	86.8% Proficient				
MUSC 1100	4	3	2	1	
Response to Assignment	57(90%)	5(8%)	1(1%)	1(1%)	64
	98.00%		2.00%		
Argument/analysis	32(50%)	31(27%)	0(0%)	1(1%)	64
	99.00%		1.00%		
Supporting Evidence	35(54%)	25(40%)	3(5%)	1(1%)	64
	94.00%		6.00%		
Structure and Organization	44(69%)	19(30%)	0(0%)	1(1%)	64
	99.00%		1.00%		
Writing Proficiency	53(83%)	9(14%)	2(3%)	0(0%)	64
	97%		3%		
	96.9% Proficient				
THEA 1100	4	3	2	1	
Response to Assignment	8(80%)	1(10%)	1(10%)	0(0%)	10
	90.00%		10.00%		
Argument/analysis	6(60%)	4(40%)	0(0%)	0(0%)	10
	100.00%		0.00%		
Supporting Evidence	8(80%)	2(20%)	0(0%)	0(0%)	10

	100.00%		0.00%		
Structure and Organization	5(50%)	4(40%)	1(10%)	0(0%)	10
	90.00%		10.00%		
Writing Proficiency	5(50%)	3(30%)	2(20%)	0(0%)	10
	80%		20%		
	92% Proficient				
SPAN 1001	4	3	2	1	
Response to Assignment	40(91%)	3(7%)	1(2%)	0%	44
	98.00%		2.00%		
Argument/analysis	36(82%)	7(16%)	1(2%)	0%	44
	88.00%		2.00%		
Supporting Evidence	38(87%)	5(12%)	1(10%)	0	44
	89.00%		1.00%		
Structure and Organization	38(87%)	4(9%)	1(2%)	1(2%)	44
	96.00%		4.00%		
Writing Proficiency	31(70%)	11(25%)	2(5%)	0	44
	98%		2%		
	97.2% Proficient				
SPAN 1002	4	3	2	1	
Response to Assignment	21(99%)	1(1%)	0	0	22
	100.00%		0.00%		
Argument/analysis	19(86%)	3(14%)	0	0	22
	100.00%		0.00%		
Supporting Evidence	20(90%)	2(10%)	0	0	22
	100.00%		0.00%		
Structure and Organization	19(86%)	3(14%)	0	0	22

	100.00%		0.00%		
Writing Proficiency	19(86%)	3(14%)	0	0	22
	100%		0		
	100% Proficient				
SPAN 2001	4	3	2	1	
Response to Assignment	9(100%)	0	0	0	9
	100.00%		0.00%		
Argument/analysis	9(100%)	0	0	0	9
	100.00%		0.00%		
Supporting Evidence	9(100%)	0	0	0	9
	100.00%		0.00%		
Structure and Organization	5(56%)	3(33%)	1(11%)	0	9
	89.00%		11.00%		
Writing Proficiency	8(99%)	1(1%)	0	0	9
	100%		0		
	97.8% Proficient				
FREN 1001	4	3	2	1	
Response to Assignment	8(42%)	8(42%)	3(16%)	0	19
	84.00%		16.00%		
Argument/analysis	7(37%)	7(37%)	5(26%)	0	19
	74.00%		26.00%		
Supporting Evidence	2(11%)	10(53%)	7(36%)	0	19
	64.00%		36.00%		
Structure and Organization	9(47%)	8(42%)	2(11%)	0	19
	89.00%		11.00%		
Writing Proficiency	10(53%)	8(42%)	1(5%)	0	19
	95%		5%		

	81.0% Proficient				
FREN 1002	4	3	2	1	
Response to Assignment	3(100%)	0	0	0	3
	100.00%		0.00%		
Argument/analysis	2(75%)	1(25%)	0	0	3
	100.00%		0.00%		
Supporting Evidence	3(100%)	0	0	0	3
	100.00%		0.00%		
Structure and Organization	2(75%)	1(25%)	0	0	3
	100.00%		0.00%		
Writing Proficiency	3(100%)	0	0	0	3
	100.00%		0.00%		
	100% Proficient				
FREN 2002	4	3	2	1	
Response to Assignment	2(100%)	0	0	0	2
	100.00%		0.00%		
Argument/analysis	1(50%)	1(50%)	0	0	2
	100.00%		0.00%		
Supporting Evidence	1(50%)	1(50%)	0	0	2
	100.00%		0.00%		
Structure and Organization	2(100%)	0	0	0	2
	100.00%		0.00%		
Writing Proficiency	2(100%)	0	0	0	2
	100.00%		0.00%		
	100% Proficient				
KOR 1001	4	3	2	1	
Response to Assignment	5(83%)	1(17%)	0	0	6

	100.00%		0.00%		
Argument/analysis	2(33%)	3(50%)	1(17%)	0	6
	83.00%		17.00%		
Supporting Evidence	3(50%)	3(50%)	0	0	6
	100.00%		0.00%		
Structure and Organization	5(83%)	1(17%)	0	0	6
	100.00%		0.00%		
Writing Proficiency	0	4(67%)	2(33%)	0	6
	67%		33%		
	90 Proficient				
KOR 1002	4	3	2	1	
Response to Assignment	4(80%)	1(20%)	0	0	5
	100.00%		0.00%		
Argument/analysis	0	5(100%)	0	0	5
	100.00%		0.00%		
Supporting Evidence	3(60%)	1(20%)	1(20%)		5
	80.00%		20.00%		
Structure and Organization	2(40%)	2(40%)	1(20%)	0	5
	80.00%		20.00%		
Writing Proficiency	0	5(100%)	0	0	5
	100.00%		0.00%		
	72.0% Proficient				

General Education Core Area Assessment Reporting Template

Middle Georgia State University

Academic Year(s) of Assessment: AY23-24

Submission Date:

Core Area: ___Communicating in Writing____

Submitted by: Dr. Benita Muth, chair of English

Instructions: Fill in the sections below for each general education outcome on which you are reporting assessment efforts.

1. Student Learning Outcomes:

The following specific Student Learning Outcomes are used to assess student growth in the achievement of the General Education program goals in the Core Area listed above:

New Core IMPACTS AREA	**MGA SLO**
☒ Communicating in Writing	Students will demonstrate a collegiate competency to read critically and communicate ideas in well-developed written forms.
CORE IMPACTS SLO: Students will communicate effectively in writing, demonstrating clear organization and structure, using appropriate grammar and writing conventions. Students will appropriately acknowledge the use of materials from original sources. Students will adapt their written communcations to purpose and audience. Students will analyze and draw informed inferences from written texts.	

MGA Course associated with this outcome is ENGL 1102. Alignment is in its first MGA course SLO, included on all syllabi:

Students will:

• read critically and communicate ideas in well-developed written

2. Describe any changes to your assessment process made during this assessment period. If there were no changes, say "no changes were made."

In Spring 2024, the English Department completed the Core Impacts Crosswalk, as we moved to the new USG core IMPACTS model. We determined our current assessment procedures aligned with the core IMPACT area Communications in Writing and that MGA will continue to nest MGA course level SLO's in the syllabus alongside Core IMPACTS SLO'S.

Otherwise, there was no change in assessment processes, as we continued to use the rubric established in Spring of 2023, making this the first full year of its use.

3. Describe any curricular changes implemented during the previous assessment period (include relevant evidence of improvement(s) made such as revised syllabus, rubric, etc. and/or additional or revised activities, etc. in Appendix):

During this assessment period, we implemented the rubric tested in Fall 2022 and fully implemented in Spring 2023, making Fall 2023-Spring 2024 the first full year of its use. It has been included in the Appendix I of this report.

4. Report of Assessment Data and Results:

Summary of assessment results (aggregated and raw date in Appendix 2):

AY 23-24: 82% Proficiency Rate

Overall:

4 = Exemplary (Exceeds expectations)	3 = Proficient (Meets expectations)	2 = Developing (Does not meet expectations)	1 = Unsatisfactory (Failing)
37%	**45%**	**13 %**	**5%**

In each Rubric Category

Critical reading	Percent per category	Percent for all students
4 pts. -- Exemplary	46.7%	45.8%
3 pts. -- Proficient	39.5%	38.7%

2 pts. -- Developing	10.5%	10.3%
1 pt. -- Unsatisfactory	3.3%	3.3%

Proficiency or Above: 84.5%

Purpose and focus	Percent per category	Percent for all students
4 pts. -- Exemplary	48.9%	47.9%
3 pts. -- Proficient	38.0%	37.2%
2 pts. -- Developing	10.6%	10.3%
1 pt. -- Unsatisfactory	3.3%	3.3%

Proficiency or Above: 85.1%

Structure and Organization	Percent per category	Percent per all students
4 pts. -- Exemplary	41.6%	40.7%
3 pts. -- Proficient	44.3%	43.4%
2 pts. -- Developing	11.2%	11.0%
1 pt. -- Unsatisfactory	3.5%	3.4%

Proficiency or Above: 84.1%

Idea development and supporting evidence	Percent per category	Percent per all students
4 pts. -- Exemplary	37.0%	36.3%
3 pts. -- Proficient	43.7%	42.8%
2 pts. -- Developing	14.9%	14.6%
1 pt. -- Unsatisfactory	5.9%	5.8%

Proficiency or Above: 79.1%

Collegiate grammar, usage, punctuation, and mechanics	Percent per category	Percent for all students
4 pts. -- Exemplary	36.0%	35.2%
3 pts. -- Proficient	48.2%	47.3%
2 pts. -- Developing	12.2%	11.9%
1 pt. -- Unsatisfactory	4.5%	4.4%

Proficiency or Above: 82.5%

MLA formatting and documentation of sources	Percent per category	Percent for all students
4 pts. -- Exemplary	33.5%	32.8%
3 pts. -- Proficient	42.0%	41.1%
2 pts. -- Developing	14.9%	14.6%
1 pt. -- Unsatisfactory	10.6%	10.3%

Proficiency or Above: 73.9%

6. Analysis and Interpretation/Reflection on Results or Trends:

Provide an analysis of assessment results included in this report by discussing strengths and/or weaknesses in students' performance/learning. Were there any major gaps in the data/results? (include examples of aggregated data in Appendix).

Note: **Note: Institution-wide goal is that 70% of students demonstrate proficiency (Score of 3), this goal applies to both the area and course level.**

Data for AY 2023-24 shows **82% student proficiency** on assessment instrument, which meets target.

Additionally, all individual rubric categories show **student proficiency of 73.9% and above.**

Last year (2022-23) included data from previous data collection method, which was not as nuanced. While overall proficiency last year was 83%, based on Spring 2023 alone (which used this method), the new instrument indicated 75% at proficiency or above, a decrease from number yielded by Fall 2022 data collection method (90%).

However, comparing a full year of faculty experience with using this rubric **shows increase percentage pf students scoring proficiency in all areas comparing AY 2023-24 and use of rubric in pilot in Fall 2022 and Spring 2023:**

Collegiate Competency in Critical Reading:

Fall 22 pilot/Spring 23: 76% AY: 2023-24: 84.5% Increase: 11.18%

Purpose and Focus:

Fall 22 pilot/Spring 23: 78% AY 2023-24: 85.1% Increase: 9.10%

Structure and Organization:

Fall 22 pilot/Spring 23: 75% AY 2023-24: 84.1% Increase: 12.13%

Development of Ideas/supporting Evidence:

Fall 22 pilot/Spring 23: 69% AY 2023-24: 79.1% Increase: 14.63%

Collegiate Competency in Grammar, Usage, Punctuation, and Mechanics:

Fall 22 pilot/Spring 23: 79% AY 2023-24: 83.5% Increase: 5.69%

MLA Formatting and Documenting of Sources:

Fall 22 pilot/Spring 23: 68% AY 2023-24: 73.9% Increase: 8.68%

7. Prior Improvement Plans Implemented:

Provide a summary of how the results were used for improvement. (Include evidence of improvement(s) implemented in Appendix).

Rubric data collected in Spring 2023 showed developing or unsatisfactory in the following areas: development of ideas/supporting evidence; MLA formatting and documentation of sources.

Rubric categories also revealed a higher-than-expected number of students (between 15-21%) in the "Developing category, on both overall scores and individual category scores.

In response to rubric data and to help support student success and to identify and support students in the "developing" categories, the English department proposed the following initiatives for Fall 2023 and Spring 2024:

- Collect success data on first essay of semester
    - Faculty of full session ENGL 1102 classes will grade Essay 1 by Week 5 and will record that grade in Brightspace gradebook, labelled "Essay 1"
    - Chair will request grade data be pulled from Brightspace, to identify students who did not succeed on the first essay. Then chair or assigned advisors will reach out to these students, directing them to various sources of aid, such as the Writing Center, for future essays.
    - Compare percentage of students who succeed on Essay 1 to percentage of students who succeed in ENGL 1102 (note: some problems with timing of data collection in Spring 2024 led to modification of this part of initiative)
- Collect faculty impressions about reasons for barriers to success for Essay 1
    - Faculty will respond to a brief survey, identifying reasons, if known, for each student in their class who did not succeed (for example, failure to submit assignment; plagiarism; unsatisfactory submission, inadequate response to prompt, low attendance, etc.)
- Reaffirm departmental practice of providing feedback for at least 2 of 4 ENGL 1102 essays before Withdrawal date of semester.

By gathering data over Fall 2023 and Spring 2024, the English department hopes to:

- Intervene with students not succeeding early in the semester to provide aid for future success
- Determine, if possible, reasons for lack of success on essay assignments in order to identify and implement more targeted solutions.

Results: Results of prior cycle initiative show positive results: percentage of students in the "Developing" category overall reduced from 18% (Spring 2023) to 13% (AY 2023-24) and in the "Failing" category reduced from 7% (Spring 2023) to 5% (AY 2023-24).

In individual rubric categories, percentage of students in the "Developing" category reduced from between 15-21% to between 3.3 – 14%.

8. Recommendations for Improvement of Assessment Process and/or Student Learning:

In light of success of last year's initiative, the department will continue to identify students who do not succeed on Essay 1 for chair/advisor contact, directing them to various sources of aid, such as Writing Center, for future essays.

Additionally, due to 73.9% proficiency rate in the category of MLA formatting and documentation of sources, in AY 24-25, the faculty will be asked to emphasize and provide additional support to instruction in MLA documentation with specific referrals to Writing Center for targeted tutoring in documentation strategies.

Appendix I

Below is rubric used for AY 2023-24

ENGL 1102: Poetry Essay Rubric for Core Impacts Learning Goal (Communicating in Writing)

	4 = Exemplary (Exceeds expectations)	**3 = Proficient (Meets expectations)**	**2 = Developing (Does not meet expectations)**	**1 = Unsatisfactory (Failing)**	**Score (1-4)**
Collegiate competency in critical reading	Insightful interpretation and sophisticated analysis of the poetry	Reasonable interpretation, some nuanced analysis of the poetry	Mixture of effective and flawed or superficial interpretation and analysis of the poetry	Fails to present college-level interpretation and analysis of the poetry	
Purpose and focus	Addresses viable topic and presents a strong thesis conveying the essay's central argument	Addresses viable topic and presents a relatively strong thesis generally indicating the essay's central argument	Fails to address a viable topic squarely, or presents a weak or unclear thesis	Fails to address a viable topic and/or has no discernible thesis	
Structure and organization	Engaging introduction; body paragraphs organized logically with clear topic sentences	Organized into generally effective paragraphs, with clear introduction	Structured into paragraphs, but with significant weakness in clarity or	Not organized into paragraphs, or organization is faulty or incoherent	

	advancing the thesis; satisfying conclusion	and conclusion, body paragraphs offer topic sentences relating to the thesis	relevance of topics		
Development of ideas, supporting evidence	Body paragraphs develop central ideas with persuasive, detailed elaboration and compelling evidence from the poetry	Body paragraphs explain central ideas clearly and offer appropriate evidence from the poetry	Body paragraphs inadequately develop central ideas and/or present unconvincing evidence from the poetry	Body paragraphs fail to develop central ideas or offer little effective evidence from the poetry	
Collegiate competency in grammar, usage, punctuation and mechanics	Nearly flawless grammar, diction, punctuation and mechanics	Some errors in grammar, diction, punctuation, and/or mechanics, but the writing flows well and meaning is clear	Consistent significant errors in grammar, diction, punctuation, and/or mechanics	Persistent errors in grammar, diction, punctuation and/or mechanics, below collegiate standards	
MLA formatting and documentation of sources	Excellent formatting, in-text citation, and works cited entries, with few or only minor errors	Mostly correct formatting, in-text citation, and works cited entries, some errors	Attempted MLA formatting, in-text citation, and works cited, but with significant errors	Little or no attention to MLA formatting or in-text citation or works cited.	
Total					

Appendix II: Raw data from Rubrics

1073 students submitted the essay	Students	Pct. per category	Pct. per all students

			(i.e. 1073 total)
Critical reading			
4 pts. – Exemplary	491	46.7%	45.8%
3 pts. – Proficient	415	39.5%	38.7%
2 pts. – Developing	110	10.5%	10.3%
1 pt. – Unsatisfactory	35	3.3%	3.3%
Purpose and focus			
4 pts. – Exemplary	514	48.9%	47.9%
3 pts. – Proficient	399	38.0%	37.2%
2 pts. – Developing	111	10.6%	10.3%
1 pt. – Unsatisfactory	35	3.3%	3.3%
Structure and Organization			
4 pts. – Exemplary	437	41.6%	40.7%
3 pts. – Proficient	466	44.3%	43.4%
2 pts. – Developing	118	11.2%	11.0%
1 pt. – Unsatisfactory	37	3.5%	3.4%
Idea development and supporting evidence			
4 pts. – Exemplary	389	37.0%	36.3%
3 pts. – Proficient	459	43.7%	42.8%
2 pts. – Developing	157	14.9%	14.6%
1 pt. – Unsatisfactory	62	5.9%	5.8%
Collegiate grammar, usage, punctuation, and mechanics			
4 pts. – Exemplary	378	36.0%	35.2%
3 pts. – Proficient	507	48.2%	47.3%
2 pts. – Developing	128	12.2%	11.9%
1 pt. – Unsatisfactory	47	4.5%	4.4%
MLA formatting and documentation of sources			
4 pts. – Exemplary	352	33.5%	32.8%
3 pts. – Proficient	441	42.0%	41.1%
2 pts. – Developing	157	14.9%	14.6%
1 pt. – Unsatisfactory	111	10.6%	10.3%

General Education Core Area Assessment Reporting Template

Middle Georgia State University

Academic Year(s) of Assessment: AY23-24

Submission Date: 07/23/24

Core Area: Area D (Natural Science, Mathematics, and Technology)

Submitted by: Dawn Sherry

Instructions: Fill in the sections below for each general education outcome on which you are reporting assessment efforts.

1. Student Learning Outcomes:

The following specific Student Learning Outcomes are used to assess student growth in the achievement of the General Education program goals in the Core Area listed above:

New Core IMPACTS AREA	**MGA SLO**
Technology, Mathematics & Sciences	Students will be able to solve problems using scientific principles and the scientific method.
Core IMPACTS SLO: Students will use the scientific method and laboratory procedures or mathematical and computational methods to analyze data, solve problems, and explain natural phenomena.	

Learning Goal D: Natural Sciences, Mathematics, and Technology Students will be able to solve problems using scientific principles and the scientific method.

2. Describe any changes to your assessment process made during this assessment period. If there were no changes, say "no changes were made."

Departmental faculty who serve as coordinators for the following courses: ASTR 1011K, BIOL 1001K, 2107K, CHEM 1151K, 1211K, PHYS 1011K, 1111K, 2211K, worked with teams of faculty instructors to revise and update the Gen Ed assessments in Area D. The goal was to create discipline-specific assessments that address the scientific principles, methods and problem solving utilized in that field.

3. **Describe any curricular changes implemented during the previous assessment period (include relevant evidence of improvement(s) made such as revised syllabus, rubric, etc. and/or additional or revised activities, etc. in Appendix):**

The primary update this past year was to bring the PHYS courses into alignment with all other area D courses. Physics faculty administered 20 question exams with questions related to physics concepts and the scientific method. Proficiency scores were calculated and will be reported in the same manner as all other area D courses.

4. **Report of Assessment Data and Results:**

Minimum reporting of outcomes by course - utilizing the approved planning rubric and institutional 4 point scale. Additional reporting may be submitted by campus, modality, delivery-time, etc. As deemed appropriate by the department or requested by Academic Affairs Leadership or Shared Governance oversight.

*Note: Proficiency scores on all Area D courses this term were calculated by multiplying the assessment percent score by 4.

BIOL 1001			
Proficiency Score	Count of Proficiency Scores	% Proficiency Scores	% Proficiency 3 & 4 only
1	12	3.0	
2	27	7.0	
3	177	43	
4	196	47	
Total	412		90.5%

Table 1. Counts and percentages of BIOL 1001 students' proficiency scores across a range of 1-4. Overall average proficiency score was a 3.4 (n=412). Students who did not take assessments were excluded from analysis.

BIOL 2107			
Proficiency Score	Count of Proficiency Scores	% Proficiency Scores	% Proficiency 3 & 4 only
1	1	3.1	

2	2	6.3	
3	18	56.2	
4	11	34.4	
Total	32		90.6%

Table 2. Counts and percentages of BIOL 2107 students' proficiency scores across a range of 1-4. Overall average proficiency score was a 3.2 (n=32). Students who did not take assessments were excluded from analysis.

CHEM 1151			
Proficiency Score	Count of Proficiency Scores	% Proficiency Scores	% Proficiency 3 & 4 only
1	4	2.6	
2	8	5.0	
3	37	23.4	
4	109	69.0	
Total	158		92.4%

Table 3. Counts and percentages of CHEM 1151 students' proficiency scores across a range of 1-4. Overall average proficiency score was a 3.6 (n=158). Students who did not take assessments were excluded from analysis.

CHEM 1211			
Proficiency Score	Count of Proficiency Scores	% Proficiency Scores	% Proficiency 3 & 4 only
1	3	3.1	
2	10	9.8	
3	64	62.7	
4	25	24.5	
Total	102		87.2%

Table 4. Counts and percentages of CHEM 1211 students' proficiency scores across a range of 1-4. Overall average proficiency score was a 3.1 (n=102). Students who did not take assessments were excluded from analysis.

PHYS 1011 FA 23 & SP 24 Combined			
Proficiency Score	Count of Scores	Percent of Scores	% Proficiency 3 & 4 only
1	3	4.2%	
2	15	20.8%	
3	31	43.1%	
4	23	31.9%	
Grand Total	72		75%

Table 5. Counts and percentages of PHYS 1011 students' proficiency scores across a range of 1-4. Overall average proficiency score was a 3.0 (n=72). Students who did not take assessments were excluded from analysis.

PHYS 1111 FA 23 & SP 24 Combined			
Proficiency Score	Count of Proficiency Scores	% Proficiency Scores	% Proficiency 3 & 4 only
1	4	8.9	
2	6	13.3	
3	21	46.7	
4	14	31.1	
Total	45		77.8%

Table 6. Counts and percentages of PHYS 1111 students' proficiency scores across a range of 1-4. Overall average proficiency score was a 3.0 (n=45). Students who did not take assessments were excluded from analysis.

PHYS 2211			
Proficiency Score	Count of Proficiency Scores	% Proficiency Scores	% Proficiency 3 & 4 only
1	1	5.3	
2	2	10.5	
3	10	52.6	
4	6	31.6	
Total	19		84.2%

Table 7. Counts and percentages of PHYS 2211 students' proficiency scores across a range of 1-4. Overall average proficiency score was a 3.1 (n=19). Students who did not take assessments were excluded from analysis.

ASTR 1010			
Proficiency Score	Count of Proficiency Scores	% Proficiency Scores	% Proficiency 3 & 4 only
1	0	0	
2	3	13.6	
3	15	68.2	
4	4	18.2	
Total	22		86.4%

Table 8. Counts and percentages of ASTR 1010 students' proficiency scores across a range of 1-4. Overall average proficiency score was a 3.0 (n=22). Students who did not take assessments were excluded from analysis.

AREA D Overall Proficiency Scores

All Area D courses			
Proficiency Score	Count of Proficiency Scores	% Proficiency Scores	% Proficiency 3 & 4 only
1	28	3.2	
2	73	8.5	
3	373	43.3	
4	388	45.0	
Total	862		88.3%

Table 6. Counts and percentages of all Area D Gen Ed Assessment scores for FA23-SP24. Overall, 88.3% of students had a score of 3 or higher on the Area D assessments (total n=862; number scoring 3 or higher=761. The assessment goals were met.

6. Analysis and Interpretation/Reflection on Results or Trends:

Provide an analysis of assessment results included in this report by discussing strengths and/or weaknesses in students' performance/learning. Were there any major gaps in the data/results? (include examples of aggregated data in Appendix). Note: Note: Institution-wide goal is that 70% of students demonstrate proficiency (Score of 3), this goal applies to both the area and course level.

See Appendix II for examples of aggregated data.

- Students in BIOL 1001 and BIOL 2107 met the assessment targets.
- Assessments for CHEM 1151 were revised and assessed target was met.
- CHEM 1211 instructors updated the assessment delivery to coincide better with topic coverage and targets were met.
- Although Physics instructors did revise their assessment instruments to better align with other Area D courses, there is still work to be done. Specifically, the PHYS 1111 and 2211 instructors are using the same assessment instrument for both classes. Even though physics concepts may be the same between these two courses, the assessment instrument should better reflect the difference in the level of coverage between a PHYS 1111 versus a PHYS 2211 course.
- ASTR 1010 revised assessments to better align with other Area D courses.

7. Prior Improvement Plans Implemented:

Provide a summary of how the results were used for improvement. (include evidence of improvement(s) implemented in Appendix).

Results from the previous year were used to make changes to this year's assessments in the following ways:

1. PHYS faculty revised all of the physics assessments to include exams that could be done online. They also streamlined data collection and brought the scoring into alignment with other Area D courses.
2. ASTR faculty revised assessments to better align with other Area D courses.
3. CHEM 1151 was able to streamline data collection using D2L.
4. Biology and CHEM 1211 students met the assessment targets.

8. Recommendations for Improvement of Assessment Process and/or Student Learning:

Provide a summary for improving the assessment process, curriculum, student learning, etc. for implementation of the revised process during the next assessment cycle (beginning Fall Semester 2024).

Recommendations for the assessment process are as follows:

- *Work remains to be done with the Physics and Astronomy faculty as to how data is collected. Faculty are utilizing scantron data, and there were some real challenges with how data was collected versus how it needs to be analyzed. We intend to smooth this process out going forward.*

Recommendations for student learning:

- *This past year, students achieved assessment targets. Questions will be reviewed in all Area D courses to ensure that they continue to meet the course learning outcomes.*

APPENDIX I General Education SLO's– Area D Assessment Template

Memo: General Education Student Learning Outcomes – Area Specific Assessment Documentation

To: ad hoc General Education Committee; Office of the Provost; Office of Institutional Effectiveness

From: Area Designee _____Dawn Sherry_____

Dated: ___7/23/2024_____

1. Select the appropriate general education/core curriculum learning outcomes based on core area.

USG Area	MGA SLO
☐Learning Goal A1: Communication Outcomes	Students will demonstrate a collegiate competency to read critically and communicate ideas in well-developed written forms.
☐Learning Goal A2: Quantitative Outcome	Students will demonstrate knowledge of quantitative analysis to solve quantitative problems using mathematical functions and concepts, and coherently express solutions in verbal, numerical, graphical or symbolic forms.
☐Learning Goal B: Institutional Options	Students will assimilate, analyze, and present thoughts and opinions in oral forms
☐Learning Goal C: Humanities, Fine Arts, and Ethics	Students will effectively interpret and critically analyze texts, works of art, or music.
☒ Learning Goal D: Natural Sciences, Mathematics, and Technology	Students will be able to solve problems using scientific principles and the scientific method.
☐Learning Goal E: Social Sciences	Students will analyze effectively the complexity of human behavior, or how historical, economic, political, social, or spatial relationships develop, persist, or change.

2. Identify <u>each MGA core course</u> associated with the area learning outcome indicated above:

ASTR 1101
BIOL 1001
BIOL 2107
CHEM 1151
CHEM 1211
PHYS 1011
PHYS 1111
PHYS 2211

3. Provide details of the alignment between <u>each MGA core course</u> and the student learning outcome indicated above: (Either MGA Course SLO alignment or Specific MGA Area Gen Ed SLO referenced in the syllabus)

The following student learning outcome will be added to all sections of these courses: *Students will be able to solve problems using scientific principles and the scientific method.*

4. Indicate (for each course) the discipline content, learning activities, and engagement elements that support the student learning outcome indicated above:

Course	Content	Learning Activities
ASTR 1101	1. Scientific Principles: Gravity and Light; Telescope Use; Formation of Solar System; the Inner Planets, The Outer Planets; Earth and the Moon; and Asteroids as well as Comets. 2. Problem solving using the scientific method	1. Labs, lectures, worksheets, outside readings, and research paper project 2. Scientific method labs
BIOL 1001	1. Scientific Principles- cell theory, evolution, gene theory 2. Scientific Method- Problem solving using the scientific method	1. Lectures 2. Lectures and lab
BIOL 2107	1. Scientific principles- • prokaryotic and eukaryotic cell anatomy and function • energy transformation in cells • cellular reproduction • mendelian genetics 2. Scientific Method- A lab on problem solving using the scientific method	1. Lectures in class, quizzes, tests, and a lab 2. Lectures in class, quizzes, tests, and a lab
CHEM 1151	1. Scientific Principles • Measurement • Nature of Matter • Solutions and Intermolecular Interactions 2. Problem solving using the Scientific Method	1. & 2. Labs, lectures, exams, worksheets, outside reading

CHEM 1211	1. Scientific Principles • Atomic Structure • Molar mass • Gas Laws 2. Problem solving using the Scientific Method.	1. Labs, lectures, exams, worksheets, outside reading 2. Laboratory activity
PHYS 1011 – Physical Science I	1. Scientific Principles: Kinematics, Dynamics, Conservation Laws, Gravity, Fluids, Thermodynamics, Electromagnetism, and Waves 2. Scientific Method	1. Lecture, Problem Solving, and Labs 2. Lecture and Labs
PHYS 1111 – Introductory Physics I	1. Newton's Laws of Motion 2. Scientific Method	1. Lecture, Problem Solving, and Labs 2. Labs
PHYS 2211 – Principles of Physics I	1. Newton's Laws of Motion 2. Scientific Method	1. Lecture, Problem Solving, and Labs 2. Labs

5. Provide details of the assessment instrument (exam, essay, questions, etc) for the area learning outcome indicated above and data collection procedures:

Course	Assessment & Data Collection*
Please note, individual instructors of these courses will grade assignments/labs/problems and send course coordinators student scores.	
ASTR 1011	1. Multiple choice questions 2. Lab: Basic Drawing, Measurement and Power of Ten, Celestial Sphere, Eclipse Sun Moon, Planetary Orbits, Lunar Features, Mars Landscapes, and Internet Exercises using NASA Website. 3. Assessment Tools: ASTR (Pre/ Post) & AMS or TOAST Tests
BIOL 1001	1. At the end of the semester, a quiz will be given to the class that will demonstrate their knowledge of cell theory, evolution & gene theory. 2. Students will turn in results of a lab activity in which the scientific method was used to solve a problem. (e.g., Students will use the scientific method to determine which solution is an acid and which is a base).
BIOL 2107	1. Students will take a quiz at the end of the semester to determine their knowledge of each of the scientific principles and the scientific method.
CHEM 1151	1. Multiple choice/multiple select/Simple calculation questions via D2L

CHEM 1211	1. Multiple choice questions 2. Midterm laboratory activity
PHYS 1011	1. MGA Physical Science General Education Assessment (Ques. 1 - 15) 2. MGA Physical Science General Education Assessment (Ques. 16-20) Multiple Choice Tests
PHYS 1111	1. MGA Physics General Education Assessment (Ques. 1 -15) 2. MGA Physics General Education Assessment (Ques. 16-20) Multiple Choice Tests
PHYS 2211 – Principles of Physics I	1. MGA Physics General Education Assessment (Ques. 1 -15) 2. MGA Physics General Education Assessment (Ques. 16-20) Multiple Choice Tests

6. Detail alignment of instructional core curriculum rubric and instrument grading/evaluation at the course level. Provide details, justification, or rational of scaling:

Score	4 = Exemplary (Exceeds Expectations	3 = Proficient (Meets Expectations)	2 = Developing (Does Not Meet Expectations)	1 = Unsatisfactory (Failing)
ASTR 1010, BIOL 1001, 2107, CHEM 1151, 1211, PHYS 10011, 1111, 2211	Grade Level A (100-90)	Grade Level B/C (89-70)	Grade Level D (69-60)	Grade Level F (59 – Below)

Note: Institution-wide goal is that 70% of students demonstrate proficiency (Score of 3), this rolls down the minimum threshold of the areas, as well as the course level.

7. Provide details about the data collection timeline:

Core course instructors will give assessments and collect assessment data each semester. Data will be submitted to course coordinators by end of classes. Coordinators will submit data to Chair by end of semester.

8. Provide details for area assessment responsibilities including course level data collection and reporting, and area collection and reporting.

Assessment responsibilities reside with instructors at the courses level. Course level data will be collected and summarized by course coordinators. Course coordinators will submit course level data to Chair of Dept. Chair will conduct area collection and reporting.

9. **Provide details on data storage, including course level data and artifacts**

Chair of Dept will be responsible for course level data and artifacts. All Gen Ed data will be stored in a shared drive accessible to course instructors.

10. **List and attach all relevant documents or sample artifacts associated with the assessment of the area learning outcome indicated above (administrative memos, rubrics, tests, quizzes, assignments, syllabi, etc)**

APPENDIX II.

Sample Aggregated Data from PHYS 1111K, FA 23

Semester	Course	CRN	Instructor	ID	Concepts #Q1	Concepts #Q2	Concepts #Q3	Concepts #Q4	Concepts #Q5	Concepts #Q6	Concepts #Q7	Concepts #Q8	Concepts #Q9	Concepts #Q10	Concepts #Q11	Concepts #Q12	Concepts #Q13	Concepts #Q14	Concepts #Q15	Scientific Method #Q16	Scientific Method #Q17	Scientific Method #Q18	Scientific Method #Q19	Scientific Method #Q20	Proficiency
FA23	PHYS 1111K	81440	Wallace, E.	(SN-1)	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	0	0	1	0	3
FA23	PHYS 1111K	81440	Wallace, E.	(SN-2)	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	4
FA23	PHYS 1111K	81440	Wallace, E.	(SN-3)	0	0	1	1	1	0	0	0	0	0	0	1	0	1	0	1	1	1	1	1	2
FA23	PHYS 1111K	81440	Wallace, E.	(SN-4)	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	4
FA23	PHYS 1111K	81440	Wallace, E.	(SN-5)	1	1	1	0	1	1	1	0	1	1	0	1	1	1	1	1	1	0	1	1	3
FA23	PHYS 1111K	81440	Wallace, E.	(SN-6)	1	1	1	1	0	1	1	1	0	1	1	1	0	1	1	0	1	1	1	1	3
FA23	PHYS 1111K	81440	Wallace, E.	(SN-7)	0	0	0	1	0	1	1	0	0	0	1	1	1	1	0	1	1	1	1	1	2
FA23	PHYS 1111K	81440	Wallace, E.	(SN-8)	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	4
FA23	PHYS 1111K	81440	Wallace, E.	(SN-9)	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	3
FA23	PHYS 1111K	81440	Wallace, E.	(SN-10)	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	4
FA23	PHYS 1111K	81440	Wallace, E.	(SN-11)	1	1	1	1	0	1	1	1	0	1	0	1	1	0	1	1	1	1	0	1	3
FA23	PHYS 1111K	81350	Wang, J.	Amansec, Kaye	1	0	0	0	0	1	1	1	1	0	0	1	0	1	0	0	0	0	1	0	1

Sample Aggregated Data from BIOL 2107K, FA 23

Semester	Course Co	Course #	Sec #	Student Name	Question 1 (Sci. Method)	Question 3 (Sci. Method)	Question 4 (Sci. Method)	Question 5 (Sci. Method)	Question 7 (Cell Theory)	Question 8 (Cell Theory)	Question 9 (Cell Theory)	Question 10 (Cell Theory)	Question 11 (Energy Trans.)	Question 13 (Energy Trans.)	Question 14 (Energy Trans.)	Question 15 (Energy Trans.)	Question 16 (Cell Repro.)	Question 17 (Cell Repro.)	Question 18 (Cell Repro.)	Question 20 (Cell Repro.)	Question 21 (Gene Theory)	Question 23 (Gene Theory)	Question 24 (Gene Theory)	Question 25 (Gene Theory)	Sum	Percent	4 pt proficiency scale
FA23	BIOL	2107K	1	Blasche, Ethan R.	1	0	1	0	1	1	1	1	1	1	0	1	1	1	1	0	0	0	1	1	14	0.7	3
FA23	BIOL	2107K	1	Campbell, Kristi K.	0	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	17	0.85	3
FA23	BIOL	2107K	1	Clements, Jesse J.	1	1	1	0	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	17	0.85	3
FA23	BIOL	2107K	1	Freeman, Harleigh J.	1	0	1	1	1	0	1	1	1	0	0	1	1	1	0	0	1	1	1	0	13	0.65	2
FA23	BIOL	2107K	1	Gutshall, Caleb	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	17	0.85	3
FA23	BIOL	2107K	1	Hohenstern, Shelby N.	1	0	1	1	1	0	0	1	0	1	1	1	1	1	1	0	1	1	1	1	15	0.75	3
FA23	BIOL	2107K	1	Ivey, Patrick	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	19	0.95	4
FA23	BIOL	2107K	1	James, Usher A.	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19	0.95	4
FA23	BIOL	2107K	1	Kim, Kevin	1	0	1	1	0	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	16	0.8	3
FA23	BIOL	2107K	1	Kim, Saea	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	18	0.9	4
FA23	BIOL	2107K	1	Le, Anna	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	1	4
FA23	BIOL	2107K	1	Moser, Krystal L.	0	1	1	0	1	0	1	1	1	1	1	1	1	1	0	1	1	1	0	1	15	0.75	3

Sample Aggregated Data from CHEM 1211K, FA 23

Student Name	Student ID#	Molar Mass # 1	Molar Mass # 2	Molar Mass # 3	Molar Mass # 4	Molar Mass # 5	Scientific Method #1	Scientific Method #2	Scientific Method #3	Scientific Method #4	Scientific Method #5	Gas Laws #1	Gas Laws #2	Gas Laws #3	Gas Laws #4	Gas Laws #5	Atomic Structure #1	Atomic Structure #2	Atomic Structure #3	Atomic Structure #4	Atomic Structure #5	Proficiency score
Felder, Joshua	983281764	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	4
Gatliff, Jaden	983285165	1	0	1	1	1	1	1	1	1	1	0	0	1	1	0	1	0	0	1	1	3
McDowell, JaMarra	983285973	0	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	3
McDuffie, Chase	983286139	1	0	1	1	1	1	1	1	1	1	0	0	1	1	1	0	0	1	1	1	3
Perry, Seth	983288148	1	0	1	1	0	1	1	1	1	0	0	0	1	1	0	1	1	1	0	0	2
Robinson, Ryian	983256799	1	0	1	1	1	1	1	1	1	1	0	0	0	1	1	1	0	0	0	1	2
Rogers, Alexis	983273644	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	4
Schultz, Joey	983291647	1	0	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	3
Senters, Caleb	983273632	1	1	1	1	1	1	1	1	1	0	0	0	0	1	1	1	1	0	1	1	3
Smith, Caroline	983293585	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	4
Thornton, Autumn	983296184	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	0	1	1	3

MGA Department of Natural Sciences

Physical Science General Education Assessment

Choose the best option that completes the statement or answers the questions below:

1. The two measurements necessary for calculating average speed are
   (A) velocity and distance.
   (B) distance and time.
   (C) distance and acceleration.
   (D) acceleration and time.
   (E) velocity and time.

2. When a ball increases in speed by the same amount each second, its acceleration
   (A) is constant.
   (B) varies.
   (C) also increases each second.
   (D) decreases each second.

3. A given net force propels an object along a straight-line path. If the mass were doubled, its acceleration would
   (A) double.
   (B) quadruple.
   (C) be half.
   (D) stay the same.
   (E) none of the above

4. For a falling ball the action force is the pull of Earth on the ball. The reaction force is the
   (A) pull of the ball on Earth.
   (B) acceleration of the ball.
   (C) nonexistent.
   (D) air resistance acting against the ball.
   (E) none of the above

5. A moving object has
   (A) velocity.
   (B) energy.
   (C) speed.
   (D) momentum.
   (E) all of the above

6. According to Newton, the greater the masses of interacting objects, the
   (A) less the gravitational force between them.
   (B) greater the gravitational force between them.
   (C) greater the force between them by the square of the distance.
   (D) greater the force between them by the square of the masses.

7. With no air resistance a projectile fired horizontally maintains its horizontal component of velocity because
    (A) no forces act on it.
    (B) of no initial vertical component of velocity.
    (C) no horizontal forces act on it.
    (D) all of the above
    (E) none of the above

8. A completely submerged object always displaces its own
    (A) density of fluid.
    (B) weight of fluid.
    (C) volume of fluid.
    (D) all of the above
    (E) none of the above

9. The tarp covering on a trailer or truck puffs upward for fast-moving vehicles, which illustrates
    (A) Archimedes' principle.
    (B) Pascal's principle.
    (C) the principle of continuity.
    (D) Bernoulli's principle.

10. Heat is
    (A) thermal energy.
    (B) radiant energy.
    (C) temperature.
    (D) thermal energy flowing from hot to cold.

11. The pair of protons in the nucleus of a helium atom
    (A) attracts a pair of orbiting electrons.
    (B) repels orbiting electrons.
    (C) both of these
    (D) neither of these

12. Electromagnetic induction occurs in a coil when there is a change in
    (A) voltage.
    (B) magnetic field intensity.
    (C) electric field intensity.
    (D) the coil's polarity.
    (E) none of the above

13. A wave is a vibration in
    (A) time.
    (B) space.
    (C) both of these
    (D) none of the above

14. Electromagnetic waves consist of
    (A) compressions and rarefactions of electromagnetic pulses.
    (B) high-frequency sound waves.

(C) vibrating electric and magnetic fields.
(D) particles of light energy.

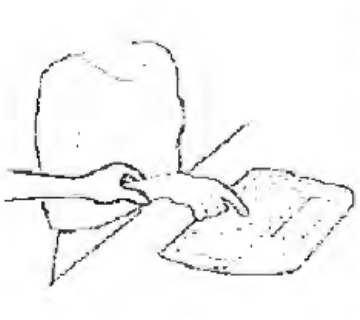
15. Which becomes warmer in sunlight, sunglasses or clear reading glasses?
    (A) sunglasses.
    (B) reading glasses.
    (C) both of these
    (D) none of the above

16. Hannah wants to know which type of soil is best for growing corn. She also wants to know which type of fertilizer is best. She performs an experiment using two types of soil (A and B) and two types of fertilizer (X and Y}. The figure below shows what her corn looks like at the end of the summer:

Same amount of water and same amount of light

What can Hannah conclude from this experiment?
(A) Soil B is best for growing her corn.
(B) Fertilizer Y is best for growing her corn.
(C) Soil B is best for growing her corn, and Fertilizer Y is best for growing her corn.
(D) It is not possible to conclude which soil or which fertilizer is best for growing her corn.

17. Some children with disabilities are unable to communicate by talking, signing, or writing. A therapist believes he can help such a girl communicate by assisting her use a keyboard. He supports the girl's arm and uses subtle cues from the girl to bring the girl's fingers to keys on the keyboard. This appears to allow the girl to communicate for the first time. A doctor, however, is skeptical. The doctor suggests the therapist may be *unconsciously* guiding the girl's hands to the keys, and that the messages are not from the girl at all.



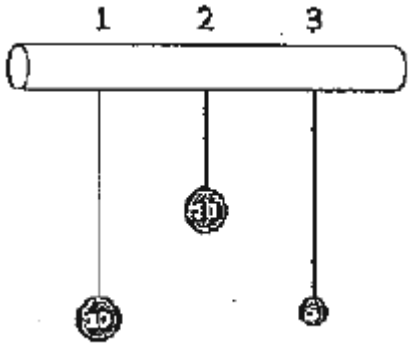
How could you test whether the doctor is right?
(A) Ask the therapist whether he really is selecting the letters.
(B) Ask the girl if she really ls selecting the letters on the keyboard.
(C) Ask the girl a question only she knows the answer to.
(D) Ask the girl a question you and she know the answer to, but the therapist does not.
(E) There is no practical way to test whether the messages are coming from the girl.

18. Emma and Sarah are mixing cranberry juice with ginger ale to make punch. The table below shows the amount of cranberry juice and ginger ale each girl combines.

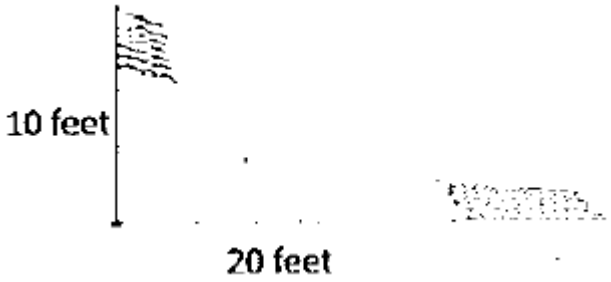
	Cranberry Juice	Ginger Ale
Emma	1 cup	2 cups
Sarah	2 cups	3 cups

Whose punch has a stronger cranberry flavor?
(A) Emma's
(B) Sarah's
(C) Both taste the same.

19. The drawing on the right shows three strings hanging from a bar. Each string has a metal weight at the end that weighs 5 or 10 ounces. The weights can be swung back and forth, and the time it takes for the weight to swing back and forth can be measured. Suppose you want to find out whether the length of the string has an effect on how long it takes for the string to swing back and forth. Which string(s) would you use to find out?
    (A) Any string.
    (B) All three strings.
    (C) 1 and 2
    (D) 1 and 3
    (E) 2 and 3



20. Kate wants to know the height of a maple tree in her yard. The flagpole next to the tree is 10 feet tall and has a shadow 20 feet long. The shadow of the maple tree is 40' long. How tall is the tree?
    (A) 20'
    (B) 30'
    (C) 40'
    (D) 50'
    (E) 60'

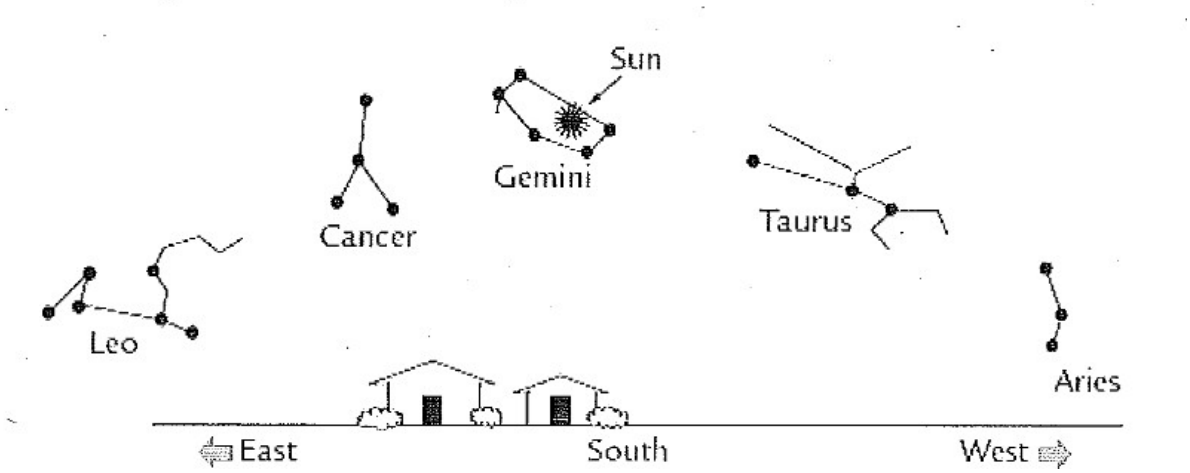


MGA Department of Natural Sciences

Astronomy General Education Assessment

CHOOSE THE BEST OPTION THAT COMPLETES THE STATEMENT OR ANSWERS THE QUESTIONS BELOW:

Use the drawing below to answer the next question.



1) This picture shows the positions of stars at *noon* of a certain day. How long would you have to wait to see Gemini at the same position at *midnight*?
    a) 12 hours
    b) 24 hours
    c) 6 months
    d) 1 year
    e) Gemini is never seen at this position at midnight

2) Imagine that Earths orbit was changed to be a perfect circle about the Sun so that the distance to the Sun never changed. How would this affect the seasons?
    a) We would not be able to notice a difference between seasons
    b) The difference in the seasons would be *less* noticeable than it is now
    c) The difference in the seasons would be *more* noticeable than it is now
    d) We would experience seasons in the same way we do now

3) Which of the following would make you weigh half as much as you do now?
    a) Take away half the Earths atmosphere
    b) Double the distance between the Sun and the Earth
    c) Make the Earth spin half as fast
    d) Take away half the Earths mass

4) Energy is released from atoms in the form of light when electrons
    a) Are emitted by the atom
    b) Move from low energy levels to high energy levels
    c) Move from high energy levels to low energy levels
    d) Move in their orbit around the nucleus

5) Astronauts “float” around in the Space Shuttle as it orbits Earth because
    a) There is no gravity in space
    b) They are falling in the same way as the Space Shuttle
    c) They are above the Earths atmosphere
    d) There is less gravity inside of the Space Shuttle

6) How does the Sun produce the energy that heats our planet?
    a) The gasses inside the Sun are burning and producing large amounts of energy
    b) Gas inside the Sun heats when compressed, giving off large amounts of energy
    c) Heat trapped by magnetic fields in the Sun is released as energy
    d) Hydrogen is combined into Helium, giving off large amounts of energy
    e) The core of the Sun has radioactive atmos that give off energy as they decay

7) Stars begin life as
    a) A piece of a star or planet
    b) A white Dwarf
    c) Matter in Earths atmosphere
    d) A black hole
    e) A cloud of gas and dust

8) When the Sun reaches the end of its life, what will happen to it?
    a) It will turn into a black hole
    b) It will explode, leaving nothing behind
    c) It will lose its outer layers, leaving its core behind
    d) It will not die, due to its mass

9) What is a star?
    a) A ball of gas that reflects light from another energy source
    b) A bright point of light visible in Earths atmosphere
    c) A hot ball of gas that produces energy by burning gases
    d) A hot ball of gas that produces energy by combining atoms into heavier atoms
    e) A hot ball of gas that produces energy the breaking apart atoms into lighter atoms

10) How did the system of planets orbiting the Sun form?

a) The planets formed from the same material as the Sun
b) The planets and the Sun formed at the time of the Big Bang
c) The planets were captured by the Suns gravity
d) The planets formed from the fusion of hydrogen in their cores

11) Which of the following ranks locations from <u>closest to Earth to farthest from Earth</u>

a) The Sun, the Moon, the edge of our solar system, the North Star, the edge of our galaxy
b) The Sun, the North Star, the Moon, the edge of our galaxy, the edge of our solar system
c) The Moon, the North Star, the Sun, the edge of our solar system, the edge of our galaxy
d) The Moon, the Sun, the edge of our solar system, the North Star, the edge of our galaxy
e) The North Star, the Moon, the Sun, the edge of our galaxy, the edge of our solar system

12) If you were in a spacecraft near the Sun and began traveling to Pluto you might pass

a) Planets
b) Stars
c) Moons
d) Two of these objects
e) All of these objects

13) Which sentence best describes why the Moon goes through phases?

a) The Earths shadow falls on different parts of the Moon at different times
b) The Moon is somewhat flattened and disk-like. It appears more or less round depending on the precise angle from which we see it
c) Earths clouds cover portions of the Moon resulting in the changing phases that we see
d) The sunlight reflected from Earth lights up the Moon. It is less effective when the Moon is lower int he sky than when it is higher in the sky
e) We see only part of the lit-up face of the Moon depending on its position relative to the Earth and the Sun

14) Ring systems have been discovered around

a) Saturn only
b) Jupiter and Saturn
c) Jupiter, Saturn, and Uranus
d) Jupiter, Saturn, Uranus, and Neptune

15) Which object has the highest overall average temperature?

a) Mercury
b) Venus
c) Earth
d) Earths Moon
e) Mars

16) Hannah wants to know which type of soil is best for growing corn. She also wants to know which type of fertilizer is best. She performs an experiment using two types of soil (A and B) and two types of fertilizer (X and Y}. The figure below shows what her corn looks like at the end of the summer. What can Hannah conclude from this experiment?

a) Soil B is best for growing her corn.
b) Fertilizer Y is best for growing her corn.
c) Soil B is best for growing her corn, and Fertilizer Y is best for growing her corn.
d) It is not possible to conclude which soil or which fertilizer is best for growing her corn.

17) Some children with disabilities are unable to communicate by talking, signing, or writing. A therapist believes he can help such a girl communicate by assisting her use a keyboard. He supports the girl's arm and uses subtle cues from the girl to bring the girl's fingers to keys on the keyboard. This appears to allow the girl to communicate for the first time. A doctor, however, is skeptical. The doctor suggests the therapist may be unconsciously guiding the girl's hands to the keys, and that the messages are not from the girl at all. How could you test whether the doctor is right?

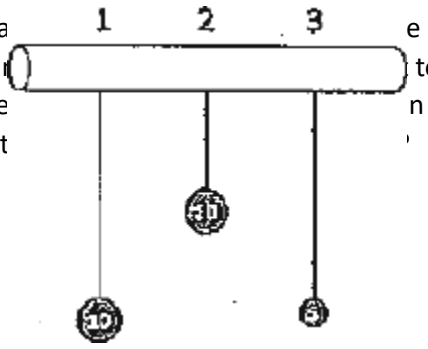
a) Ask the therapist whether he really is selecting the letters.
b) Ask the girl if she really ls selecting the letters on the keyboard.
c) Ask the girl a question only she knows the answer to.
d) Ask the girl a question you and she know the answer to, but the therapist does not.
e) There is no practical way to test whether the messages are coming from the girl.

18) Emma and Sarah are mixing cranberry juice with ginger ale to make punch. The table below shows the amount of cranberry juice and ginger ale each girl combines. Whose punch has a stronger cranberry flavor?

	Cranberry Juice	Ginger Ale
Emma	1 cup	2 cups
Sarah	2 cups	3 cups

a) Emma's
b) Sarah's
c) Both taste the same.

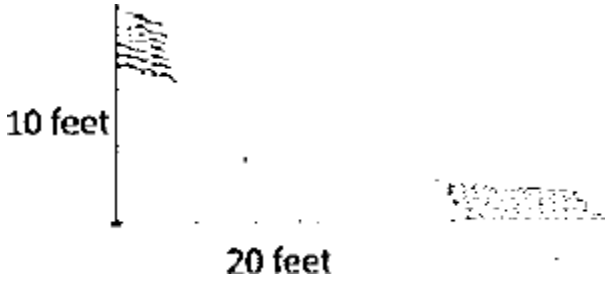
19) The drawing on the right shows three strings hanging from a bar. Ea e end that weighs 5 or 10 ounces. The weights can be swung back and forth, a to swing back and forth can be measured. Suppose you want to find out whe n effect on how long it takes for the string to swing back and forth. Which st



a) Any string.
b) All three strings.
c) 1 and 2
d) 1 and 3
e) 2 and 3

20) Kate wants to know the height of a maple tree in her yard. The flagpole next to the tree is 10 feet tall and has a shadow 20 feet long. The shadow of the maple tree is 40' long. How tall is the tree?

a) 20'
b) 30'
c) 40'
d) 50'
e) 60'



General Education Core Area Assessment Reporting Template

Middle Georgia State University

Academic Year(s) of Assessment: AY23-24

Submission Date:

Core Area: AREA E (Social Science)

Submitted by: Matt Zimmerman

Instructions: Fill in the sections below for each general education outcome on which you are reporting assessment efforts.

1. Student Learning Outcomes:

The following specific Student Learning Outcomes are used to assess student growth in the achievement of the General Education program goals in the Core Area listed above:

New Core IMPACTS AREA	**MGA SLO**
Political Science and U.S. History	Students will analyze effectively the complexity of human behavior, or how historical, economic, political, social, or spatial relationships develop, persist, or change.
Core IMPACTS SLO: Students will demonstrate knowledge of the history of the United States, history of Georgia, and the provisions and principles of the Unites States Constitution and the Constitution of Georgia.	

Students will analyze effectively the complexity of human behavior, or how historical, economic, political, social, or spatial relationships develop, persist, or change.

2. Describe any changes to your assessment process made during this assessment period. If there were no changes, say "no changes were made."

no changes were made

3. Describe any curricular changes implemented during the previous assessment period (include relevant evidence of improvement(s) made such as revised syllabus, rubric, etc. and/or additional or revised activities, etc. in Appendix):

no changes were made

4. Report of Assessment Data and Results:

Provide a summary of assessment results.

Minimum reporting of outcomes by course - utilizing the approved planning rubric and institutional 4 point scale. Additional reporting may be submitted by campus, modality, delivery-time, etc. As deemed appropriate by the department or requested by Academic Affairs Leadership or Shared Governance oversight.

HISTORY

Course	4 Score ≥ 90%	3 70% ≥ Score > 90%	2 60% ≥ Score > 70%	1 Score < 60%	% Proficiency 3&4 Only
HIST 1111	30	15	0	0	100%
HIST 1112	10	13	0	1	95%
HIST 2111	95	98	28	21	79%
HIST 2112	68	61	10	4	90%

6. Analysis and Interpretation/Reflection on Results or Trends:

Provide an analysis of assessment results included in this report by discussing strengths and/or weaknesses in students' performance/learning. Were there any major gaps in the data/results? (include examples of aggregated data in Appendix).

Note: **Note: Institution-wide goal is that 70% of students demonstrate proficiency (Score of 3), this goal applies to both the area and course level.**

93.1% of students demonstrated proficiency – score of 3 or better

7. Prior Improvement Plans Implemented:

Provide a summary of how the results were used for improvement. (include evidence of improvement(s) implemented in Appendix).

Prior Cycle Initiative: Although the target was met, US History had our lowest rate of success. To address this, students in HIST 2111 and HIST 2112 will be provided more targeted feedback on written assignments, and be given at least one written assignment in the first five weeks of the course.

Results: Rate of student success (score of 3 or better) is HIST 2111 and HIST 2112 improved from 82% in previous cycle to 88% in the current cycle.

8. Recommendations for Improvement of Assessment Process and/or Student Learning:

Provide a summary for improving the assessment process, curriculum, student learning, etc. for implementation of the revised process during the next assessment cycle (beginning Fall Semester 2023).

Next Cycle Initiative:

Although the target was met, student success rates in World Civilization courses could be improved. Given the success of the previous initiative in US History, students in HIST 1111 and HIST 1112 will be provided more targeted feedback on written assignments, and be given at least one written assignment in the first five weeks of the course.

Essay assignments and grading rubric for HIST 1111, 1112, 2111, and 2112. See rubric pasted below for HIST 1111, 1112, 2111, and 2112.

Rubric for History Essay				
	Below Basic	Basic	Good	Excellent
Ideas: Does the essay demonstrate a clear understanding of the issues relevant to the topic?	Shows minimal engagement with the research topic; fails to recognize multiple dimensions and/or perspectives; lacks even basic observations.	Shows some engagement with the research topic without elaboration; offers basic observations but rarely original insight.	Demonstrates engagement with the research topic, recognizing multiple dimensions and/or perspectives; offers some insight.	Demonstrates rich engagement with the research topic, recognizing multiple dimensions and/or perspectives with elaboration and depth; offers considerable insight.
Focus and Thesis: Does the essay clearly state a thesis and demonstrate a clear focus on the topic?	Paper lacks focus and/or a discernible thesis.	Some intelligible ideas, but thesis is weak, unclear, or too broad.	Identifiable thesis representing adequate understanding of the assigned topic; minimal irrelevant material.	Clear, focused thesis representing full understanding of the assignment; every word counts.
Evidence: Does the essay effectively analyze and evaluate sources (primary and/or secondary)?	Little to no evidence.	Some evidence but not enough to develop argument in unified way (e.g., lacks engagement with primary sources). Evidence inaccurate, irrelevant, or inappropriate for purpose of the paper. Citations incomplete.	Evidence accurate, well documented, and relevant, but not complete (e.g., limited engagement with primary sources), well integrated, and/or appropriate for the purpose of the paper.	Evidence is relevant, accurate, complete, well integrated, well documented, and appropriate for the purpose of the paper. Evidence includes substantive engagement with primary sources.

Organization: Is the structure of the essay clear and effective?	Organization is missing both overall and within paragraphs. Introduction and conclusion may be lacking or illogical.	Organization, overall and/or within paragraphs, is formulaic or occasionally lacking in coherence; few evident transitions. Introduction and conclusion may lack logic.	Few organizational problems at any level (overall, paragraph, transitions). Introduction and conclusion are effectively related to the whole.	Organization logical and appropriate to assignment; paragraphs well developed and appropriately divided; ideas linked with smooth and effective transitions. Introduction and conclusion are effectively related to the whole.
Style and Mechanics: Is the essay written in a manner consistent with proper style, grammar, punctuation, etc.	Multiple and serious errors of sentence structure; frequent errors in spelling and capitalization; intrusive and/or inaccurate punctuation such that communication is hindered. Proofreading not evident.	Sentences show errors of structure and little or no variety; many errors of punctuation, spelling and/or capitalization. Errors interfere with meaning in places. Careful proofreading not evident.	Effective and varied sentences; some errors in sentence construction; only occasional punctuation, spelling and/or capitalization errors.	Each sentence structured effectively, powerfully; rich, well-chosen variety of sentence styles and length; virtually free of punctuation, spelling, capitalization errors.
Documentation: Does the essay included proper citations and use sources properly?	Lack of attention to guidelines for citation of sources; evidence of plagiarism.	Inconsistent attention to proper citation and use of sources	Sufficient attention to guidelines for citation and proper use of sources; no plagiarism.	Consistent attention to proper format for citation and proper use of sources; highest level of academic integrity.
Sources: History Department, Southwestern University and History Department, John Carroll University				

General Education Core Area Assessment Reporting Template

Middle Georgia State University

Academic Year(s) of Assessment: AY23–24

Submission Date: October 2, 2024

Core Area: E/S (Psychology and Sociology- Social Sciences)

Submitted by: Dr. Paul Gladden

Instructions: Fill in the sections below for each general education outcome on which you are reporting assessment efforts.

1. Student Learning Outcomes:

The following specific Student Learning Outcomes are used to assess student growth in the achievement of the General Education program goals in the Core Area listed above:

New Core IMPACTS AREA	**MGA SLO**
Social Sciences	Students will analyze effectively the complexity of human behavior, or how historical, economic, political, social, or spatial relationships develop, persist, or change.
Core IMPACTS SLO: Students will effectively analyze the complexity of human behavior, and how historical, economic, political, social, or geographic relationships develop, persist, or change.	

"Students will effectively analyze the complexity of human behavior and how historical, economic, political, social, or geographic relationships develop, persist, or change."

2. Describe any changes to your assessment process made during this assessment period. If there were no changes, say "no changes were made."

No changes were made to the assessment process in PSYC 1101 or for SOCI 1160.

There were some minor changes to the assessment process for SOCI 1101. 1 of the assessment questions was replaced and 1 answer choice in another assessment question was changed/replaced. In addition, for online courses administering the assessment online, the ordering of the questions was randomized. The changes were made based on our prior year's (Spring 2023) analysis of the specific items and reasoning about some possible confusion about one of the answer choices.

3. **Describe any curricular changes implemented during the previous assessment period (include relevant evidence of improvement(s) made such as revised syllabus, rubric, etc. and/or additional or revised activities, etc. in Appendix):**

"Soft launch" of Core IMPACTS in Spring 2024. The Social Science Core Impacts insert was included in all syllabi for these 3 courses: PSYC 1101, SOCI 1101, and 1160.

4. **Report of Assessment Data and Results:**

Course	4 = Exemplary (Exceeds Expectations Students who correctly answer at least 9 out of the 10 assessment questions (90%-100% score on the assessment measure).	3 = Proficient (Meets Expectations) Students who correctly answer exactly 7 or 8 of the 10 assessment questions (70% or 80% score on the on the assessment measure).	2 = Developing (Does Not Meet Expectations) Students who correctly answer exactly 6 of the 10 assessment questions (60% score on the on the assessment measure).	1 = Unsatisfactory (Failing) Students who correctly answer 5 or fewer of the 10 assessment questions (50% or lower score on the on the assessment measure).	% Proficiency 3&4 Only
PSYC 1101	171 (53%)	106 (33%)	29 (9%)	18 (6%)	86%
SOCI 1101	78 (26%)	143 (47%)	39 (13%)	43 (14%)	73%
SOCI 1160	99 (68%)	38 (26%)	3 (2%)	5 (3%)	94%

Note: PSYC 1101 and SOCI 1160 course percentages don't sum to 100% due to rounding.

5. Analysis and Interpretation/Reflection on Results or Trends:

Each of these three behavioral science courses met the institution-wide proficiency target of 70% of students demonstrating proficiency (i.e., scoring categories 3 or 4, which represents scoring 70% or higher on the assessment).

About 86% of PSYC 1101 students who took the assessment were proficient or exemplary.

About 73% of SOCI 1101 students who took the assessment were proficient or exemplary.

About 94% of SOCI 1160 students who took the assessment were proficient or exemplary.

Proficiency rates for both PSYC 1101 and SOCI 1160 improved compared to the prior year's assessment (83% and 84% proficiency respectively in prior year). Yet, the only course where the

proficiency percentage didn't improve was the one course we made changes aiming to improve proficiency compared to Spring 2023 (73% in both years).

Although there is observed proficiency in all 3 courses, the data omits students who do not complete the assessment or who withdraw from the course prior to the administration of the assessment, so the data may obscure some fundamental weaknesses in some student's learning, particularly in sections with relatively higher DFW rates

6. Prior Improvement Plans Implemented:

During this year, we examined the student performance on particular items in the SOCI 1101 assessment measure (which was new and updated in Spring 2023) to consider if there were particular items causing some lower performance. We identified 2 particular items of concern based on performance. 1 item was replaced with another item measuring/related to similar concepts and an answer was replaced on the other time because the faculty hypothesized that students' answer might be influenced by one of the questions that immediate preceded the item. Additionally (partly related to the concern about a preceding item), we decided to administer the SOCI 1101 assessment items in randomized order when it is administered for online courses. However, as noted above, there was no noticeable or significant change in performance on the assessment measure for SOCI 1101 in Spring 2024 compared to Spring 2023. The same percentage of proficiency (categories 3 and 4 above) was observed. In contrast, in both PSYC 1101 and SOCI 1160, where proficiency was already quite strong on the new assessment measures in Spring 2023, proficiency improved in Spring 2024. We speculate that this improvement might be related to instructors being more familiar with focusing on teaching content in these assessment measures in Spring 2024.

7. Recommendations for Improvement of Assessment Process and/or Student Learning:

The department chair will work with SOCI faculty to examine the results of the 2 modified items in the SOCI 1101 assessment measure. However, proficiency targets have been met in all 3 courses for both years since updating the assessment measures. In addition, the department has set a goal to increase use of lower cost "Knight Day 1 Access/Inclusive Access" textbooks in courses in the department. This could theoretically improve learning/assessment results by ensuring all students have access to the necessary materials for their courses in these courses.

Middle Georgia State University

2023 - 2024 Gen-Ed Assessment Review Rubric: Scoring Worksheet

Area Reviewed: **Example**

Comments are required for Scores less than 2

	Exemplary - 3	Proficient - 2	Needs Improvement - 1	TOTAL SCORE *Can do .5 scores	Reviewer 1	Reviewer 1 Comments	Reviewer 2	Reviewer 2 Comments	Reviewer 3	Reviewer 3 Comments	Reviewer 4	Reviewer 4 Comments	Reviewer 5	Reviewer 5 Comments	Reviewer 6	Reviewer 6 Comments	Reviewer 7	Reviewer 7 Comments	Reviewer 8	Reviewer 8 Comments
Learning Outcomes Alignment																				
	Outcomes are clearly aligned with program goals and institutional objectives.	Some alignment with goals, but connections are unclear or incomplete.	Learning outcomes are not aligned with program goals.	**2.375**	1	not aligned	2		3		3		3		2		2		3	
	Exemplary - 3	**Proficient - 2**	**Needs Improvement - 1**																	
Assessment Methodology				**TOTAL SCORE *Can do .5 scores**	**Reviewer 1**	**Reviewer 1 Comments**	**Reviewer 2**	**Reviewer 2 Comments**	**Reviewer 3**	**Reviewer 3 Comments**	**Reviewer 4**	**Reviewer 4 Comments**	**Reviewer 5**	**Reviewer 5 Comments**	**Reviewer 6**	**Reviewer 6 Comments**	**Reviewer 7**	**Reviewer 7 Comments**	**Reviewer 8**	**Reviewer 8 Comments**
	Methods are appropriate, rigorous, and well-documented.	Methods are appropriate but lack some clarity or depth.	Assessment methods are inappropriate or unclear.	**1.5**	1	methods are bad	1	assessment methods need major overhaul	1		2		2		2		2		1	assessment methods do not accuately represent information
	Exemplary - 3	**Proficient - 2**	**Needs Improvement - 1**																	
Data Collection and Analysis				**TOTAL SCORE *Can do .5 scores**	**Reviewer 1**	**Reviewer 1 Comments**	**Reviewer 2**	**Reviewer 2 Comments**	**Reviewer 3**	**Reviewer 3 Comments**	**Reviewer 4**	**Reviewer 4 Comments**	**Reviewer 5**	**Reviewer 5 Comments**	**Reviewer 6**	**Reviewer 6 Comments**	**Reviewer 7**	**Reviewer 7 Comments**	**Reviewer 8**	**Reviewer 8 Comments**
	Data is thoroughly collected, analyzed, and reported clearly.	Data collection or analysis is incomplete or lacks clarity.	Insufficient data collection or poor analysis.	**2.75**	3		3		3		2		2		3		3		3	
	Exemplary - 3	**Proficient - 2**	**Needs Improvement - 1**																	
Use of Results for Improvement				**TOTAL SCORE *Can do .5 scores**	**Reviewer 1**	**Reviewer 1 Comments**	**Reviewer 2**	**Reviewer 2 Comments**	**Reviewer 3**	**Reviewer 3 Comments**	**Reviewer 4**	**Reviewer 4 Comments**	**Reviewer 5**	**Reviewer 5 Comments**	**Reviewer 6**	**Reviewer 6 Comments**	**Reviewer 7**	**Reviewer 7 Comments**	**Reviewer 8**	**Reviewer 8 Comments**
	Results are effectively used to guide program improvement.	Some evidence of using results for improvement, but not systematic.	No evidence of results being used for improvement.	**1.75**	1		2		1	no improvement	2		3		2		2		1	results are consistently below threshold and changes need to be made.
	Exemplary - 3	**Proficient - 2**	**Needs Improvement - 1**																	
Completeness of Report				**TOTAL SCORE *Can do .5 scores**	**Reviewer 1**	**Reviewer 1 Comments**	**Reviewer 2**	**Reviewer 2 Comments**	**Reviewer 3**	**Reviewer 3 Comments**	**Reviewer 4**	**Reviewer 4 Comments**	**Reviewer 5**	**Reviewer 5 Comments**	**Reviewer 6**	**Reviewer 6 Comments**	**Reviewer 7**	**Reviewer 7 Comments**	**Reviewer 8**	**Reviewer 8 Comments**
	Report includes all required components and is well-organized. .	Report is missing minor components or is somewhat disorganized.	Report is incomplete or poorly organized. .	**2**	2		2		2		2		2		2		3		1	report is hard to read and understand the data.

Scoring Key colors	**10.38**
8 or below - Needs Improvement	
12-9 - Proficient	
15-13-Exemplary	

Additional Comments: (Scores less than 8 require a comment/note by the reviewer)	

Middle Georgia State University

2023 - 2024 Gen-Ed Assessment Review Rubric: Scoring Worksheet

Area Reviewed: **Mathematics and Quantitative Skills**

Comments are required for Scores less than 2

	Exemplary - 3	Proficient - 2	Needs Improvement - 1	TOTAL SCORE *Can do .5 scores	Reviewer 1	Reviewer 1 Comments	Reviewer 2	Reviewer 2 Comments	Reviewer 3	Reviewer 3 Comments	Reviewer 4	Reviewer 4 Comments	Reviewer 5	Reviewer 5 Comments	Reviewer 6	Reviewer 6 Comments	Reviewer 7	Reviewer 7 Comments
Learning Outcomes Alignment																		
	Outcomes are clearly aligned with program goals and institutional objectives.	Some alignment with goals, but connections are unclear or incomplete.	Learning outcomes are not aligned with program goals.	**3**	3		3		3		3		3	MGA SLO is phrased differently but essentially reflects USG SLO	3		3	

	Exemplary - 3	Proficient - 2	Needs Improvement - 1	TOTAL SCORE *Can do .5 scores	Reviewer 1	Reviewer 1 Comments	Reviewer 2	Reviewer 2 Comments	Reviewer 3	Reviewer 3 Comments	Reviewer 4	Reviewer 4 Comments	Reviewer 5	Reviewer 5 Comments	Reviewer 6	Reviewer 6 Comments	Reviewer 7	Reviewer 7 Comments
Assessment Methodology																		
	Methods are appropriate, rigorous, and well-documented.	Methods are appropriate but lack some clarity or depth.	Assessment methods are inappropriate or unclear.	**1.357142857**	1	Not clear what the assessment methods were?	2		2		1	Assessment methods are unclear	1.5	How the assessment was conducted is not clear from the description	1	Unclear what the assessment process is	1	Assessment method not clear

	Exemplary - 3	Proficient - 2	Needs Improvement - 1	TOTAL SCORE *Can do .5 scores	Reviewer 1	Reviewer 1 Comments	Reviewer 2	Reviewer 2 Comments	Reviewer 3	Reviewer 3 Comments	Reviewer 4	Reviewer 4 Comments	Reviewer 5	Reviewer 5 Comments	Reviewer 6	Reviewer 6 Comments	Reviewer 7	Reviewer 7 Comments
Data Collection and Analysis																		
	Data is thoroughly collected, analyzed, and reported clearly.	Data collection or analysis is incomplete or lacks clarity.	Insufficient data collection or poor analysis.	**1.857142857**	2	Hard to evaluate since there was little information as to the data collection.	2		2		2		2	Proficiency standard (score of 3 or higher) is noted in table but not clear from the narrative	1.5	Data present, but no account of what is being measured	1.5	Proficiency standard clear, but it is not clear what is being measured

	Exemplary - 3	Proficient - 2	Needs Improvement - 1	TOTAL SCORE *Can do .5 scores	Reviewer 1	Reviewer 1 Comments	Reviewer 2	Reviewer 2 Comments	Reviewer 3	Reviewer 3 Comments	Reviewer 4	Reviewer 4 Comments	Reviewer 5	Reviewer 5 Comments	Reviewer 6	Reviewer 6 Comments	Reviewer 7	Reviewer 7 Comments
Use of Results for Improvement																		
	Results are effectively used to guide program improvement.	Some evidence of using results for improvement, but not systematic.	No evidence of results being used for improvement.	**1.571428571**	2		1.5	Seems like there is a plan for improving data collection over improving the student success on the learning outcome. This should be about imporving student success on the SLO, correct?	2		1.5	Unclear how results are being used to improve student success.	1.5	Report indicates use of results to improve assessment process but no description of use for improvement in the substantive course content or its delivery	1	Difficult to to use data without indication of process	1.5	Clear on improvement of data collection; not clear on how results are to be used to improve student success. Would be interested in how results for Math 1251 will be addressed

	Exemplary - 3	Proficient - 2	Needs Improvement - 1	TOTAL SCORE *Can do .5 scores	Reviewer 1	Reviewer 1 Comments	Reviewer 2	Reviewer 2 Comments	Reviewer 3	Reviewer 3 Comments	Reviewer 4	Reviewer 4 Comments	Reviewer 5	Reviewer 5 Comments	Reviewer 6	Reviewer 6 Comments	Reviewer 7	Reviewer 7 Comments
Completeness of Report																		
	Report includes all required components and is well-organized. .	Report is missing minor components or is somewhat disorganized.	Report is incomplete or poorly organized. .	**2.071428571**	2	Report suggests shortcomings in MATH 1251 will be addressed but does not explain how.	1.5	No specific plan for improvement yet, but a vague discussion of what will happen next.	2		2		3	Report is complete	2		2	Need stronger plan for improvement

Scoring Key colors	**9.86**
8 or below - Needs Improvement	
12-9 - Proficient	
15-13-Exemplary	

Additional Comments: (Scores less than 8 require a comment/note by the reviewer)	

Middle Georgia State University

2023 - 2024 Gen-Ed Assessment Review Rubric: Scoring Worksheet

Area Reviewed: **Institutional Priority**

Comments are required for Scores less than 2

	Exemplary - 3	Proficient - 2	Needs Improvement - 1	TOTAL SCORE *Can do .5 scores	Reviewer 1	Reviewer 1 Comments	Reviewer 2	Reviewer 2 Comments	Reviewer 3	Reviewer 3 Comments	Reviewer 4	Reviewer 4 Comments	Reviewer 5	Reviewer 5 Comments	Reviewer 6	Reviewer 6 Comments	Reviewer 7	Reviewer 7 Comments
Learning Outcomes Alignment																		
	Outcomes are clearly aligned with program goals and institutional objectives.	Some alignment with goals, but connections are unclear or incomplete.	Learning outcomes are not aligned with program goals.	**1.571428571**	1.5	I don't see the problem solving aspect of the USG SLO in the MGA SLO?	2		1.5	MGA SLO contains about half of USG SLO and lots of topics that are not a part of it.	2		2	MGA SLO could be more clearly aligned with USG SLO	1	MGA SLO does not clearly reflect USG SLO	1	MGA SLO focuses on organzing thoughts and opinions VS USG on critical thinking and problem solving

	Exemplary - 3	Proficient - 2	Needs Improvement - 1	TOTAL SCORE *Can do .5 scores	Reviewer 1	Reviewer 1 Comments	Reviewer 2	Reviewer 2 Comments	Reviewer 3	Reviewer 3 Comments	Reviewer 4	Reviewer 4 Comments	Reviewer 5	Reviewer 5 Comments	Reviewer 6	Reviewer 6 Comments	Reviewer 7	Reviewer 7 Comments
Assessment Methodology																		
	Methods are appropriate, rigorous, and well-documented.	Methods are appropriate but lack some clarity or depth.	Assessment methods are inappropriate or unclear.	**2.214285714**	2	While current rubric is appropriate for MGA's SLO's, it might be adjusted to better align with USG's SLO's	2		2	What is the foundation of the rubric (is this documented) and what score is required to pass?	2		2.5	The report doesn't clearly indicate the rubric score that corresponds with passing the assignment	3		2	

	Exemplary - 3	Proficient - 2	Needs Improvement - 1	TOTAL SCORE *Can do .5 scores	Reviewer 1	Reviewer 1 Comments	Reviewer 2	Reviewer 2 Comments	Reviewer 3	Reviewer 3 Comments	Reviewer 4	Reviewer 4 Comments	Reviewer 5	Reviewer 5 Comments	Reviewer 6	Reviewer 6 Comments	Reviewer 7	Reviewer 7 Comments
Data Collection and Analysis																		
	Data is thoroughly collected, analyzed, and reported clearly.	Data collection or analysis is incomplete or lacks clarity.	Insufficient data collection or poor analysis.	**2.5**	3		2.5		2	528 passing of 1367 students is not a 95.98% pass rate.	2		3	Data reporting appears to be substantively complete	3		2	Analysis identifies specific sections (and therefore instructors) not succeeding and seems to point them out for special emphasis. Is this the purpose of this kind of overall review? //Data given for total passing but not for each criteria in rubric

	Exemplary - 3	Proficient - 2	Needs Improvement - 1	TOTAL SCORE *Can do .5 scores	Reviewer 1	Reviewer 1 Comments	Reviewer 2	Reviewer 2 Comments	Reviewer 3	Reviewer 3 Comments	Reviewer 4	Reviewer 4 Comments	Reviewer 5	Reviewer 5 Comments	Reviewer 6	Reviewer 6 Comments	Reviewer 7	Reviewer 7 Comments
Use of Results for Improvement																		
	Results are effectively used to guide program improvement.	Some evidence of using results for improvement, but not systematic.	No evidence of results being used for improvement.	**1.928571429**	2.5		1.5	Report suggests that improvement plan will be in place for next time.	1	Is the improvement to consistently use the same rubric?	2		2.5		2.5		1.5	Focus seems to be on improvement of data collection, not student results (except for identifying focus on specific professor or professors, which doesn't it well with me - please see if I am making an error in my reading of the report)

	Exemplary - 3	Proficient - 2	Needs Improvement - 1	TOTAL SCORE *Can do .5 scores	Reviewer 1	Reviewer 1 Comments	Reviewer 2	Reviewer 2 Comments	Reviewer 3	Reviewer 3 Comments	Reviewer 4	Reviewer 4 Comments	Reviewer 5	Reviewer 5 Comments	Reviewer 6	Reviewer 6 Comments	Reviewer 7	Reviewer 7 Comments
Completeness of Report																		
	Report includes all required components and is well-organized. .	Report is missing minor components or is somewhat disorganized.	Report is incomplete or poorly organized. .	**2.857142857**	3		2		3		3		3	Report is complete	3		3	

Scoring Key colors	**11.07**
8 or below - Needs Improvement	
12-9 - Proficient	
15-13-Exemplary	

Additional Comments:
(Scores less than 8 require a comment/note by the reviewer)

Middle Georgia State University

2023 - 2024 Gen-Ed Assessment Review Rubric: Scoring Worksheet

Area Reviewed: **Political Science and U.S. History**

Comments are required for Scores less than 2

	Exemplary - 3	Proficient - 2	Needs Improvement - 1	TOTAL SCORE *Can do .5 scores	Reviewer 1	Reviewer 1 Comments	Reviewer 2	Reviewer 2 Comments	Reviewer 3	Reviewer 3 Comments	Reviewer 4	Reviewer 4 Comments	Reviewer 5	Reviewer 5 Comments	Reviewer 6	Reviewer 6 Comments	Reviewer 7	Reviewer 7 Comments
Learning Outcomes Alignment	Outcomes are clearly aligned with program goals and institutional objectives.	Some alignment with goals, but connections are unclear or incomplete.	Learning outcomes are not aligned with program goals.	**2**	2		2		2	MGA's SLOs are not as detailed as the USG's.	2		2		2			
Assessment Methodology	Methods are appropriate, rigorous, and well-documented.	Methods are appropriate but lack some clarity or depth.	Assessment methods are inappropriate or unclear.	**2**	2		2		2		2	Assessment method is unclear	2	Data is provided, but what these data are measuring is unclear	2			
Data Collection and Analysis	Data is thoroughly collected, analyzed, and reported clearly.	Data collection or analysis is incomplete or lacks clarity.	Insufficient data collection or poor analysis.	**2**	2		2		2		3		3					
Use of Results for Improvement	Results are effectively used to guide program improvement.	Some evidence of using results for improvement, but not systematic.	No evidence of results being used for improvement.	**1.916666667**	2		1.5	Assessment looks like it's about student success in the course over student success on the SLO being measured. This is true for both POLS and HIST. Which one are we measuring? SLO success or course pass rates?	2		2		2		2	Echo Sheree's question about SLO vs course pass assessment // History has improvement plan based on student learning. Poly Sci improvement plan based on a recommendation for university at large, rather an something discipline/department could control to help improve student success		
Completeness of Report	Report includes all required components and is well-organized. .	Report is missing minor components or is somewhat disorganized.	Report is incomplete or poorly organized. .	**2**	2		2		2		2		2		2			

Scoring Key colors	**9.92**
8 or below - Needs Improvement	
12-9 - Proficient	
15-13-Exemplary	

Additional Comments:
(Scores less than 8 require a comment/note by the reviewer)

Middle Georgia State University

2023 - 2024 Gen-Ed Assessment Review Rubric: Scoring Worksheet

Area Reviewed: **Arts, Humanities, Ethics**

Comments are required for Scores less than 2

	Exemplary - 3	Proficient - 2	Needs Improvement - 1	TOTAL SCORE *Can do .5 scores	Reviewer 1	Reviewer 1 Comments	Reviewer 2	Reviewer 2 Comments	Reviewer 3	Reviewer 3 Comments	Reviewer 4	Reviewer 4 Comments	Reviewer 5	Reviewer 5 Comments	Reviewer 6	Reviewer 6 Comments	Reviewer 7	Reviewer 7 Comments
Learning Outcomes Alignment																		
	Outcomes are clearly aligned with program goals and institutional objectives.	Some alignment with goals, but connections are unclear or incomplete.	Learning outcomes are not aligned with program goals.	**2.916666667**	3		3		2.5	MGA's SLOs lack the details found in the USG's.	3		3		3	MGA SLO appears to be aligned with USG SLO, although with different phrasing		
	Exemplary - 3	**Proficient - 2**	**Needs Improvement - 1**															
Assessment Methodology				**TOTAL SCORE *Can do .5 scores**	**Reviewer 1**	**Reviewer 1 Comments**	**Reviewer 2**	**Reviewer 2 Comments**	**Reviewer 3**	**Reviewer 3 Comments**	**Reviewer 4**	**Reviewer 4 Comments**	**Reviewer 5**	**Reviewer 5 Comments**	**Reviewer 6**	**Reviewer 6 Comments**	**Reviewer 7**	**Reviewer 7 Comments**
	Methods are appropriate, rigorous, and well-documented.	Methods are appropriate but lack some clarity or depth.	Assessment methods are inappropriate or unclear.	**2.833333333**	3		3		3		3		2	Methodology is not really explained in the document	3	Assessment methodology and process is clear and well-documented		
	Exemplary - 3	**Proficient - 2**	**Needs Improvement - 1**															
Data Collection and Analysis				**TOTAL SCORE *Can do .5 scores**	**Reviewer 1**	**Reviewer 1 Comments**	**Reviewer 2**	**Reviewer 2 Comments**	**Reviewer 3**	**Reviewer 3 Comments**	**Reviewer 4**	**Reviewer 4 Comments**	**Reviewer 5**	**Reviewer 5 Comments**	**Reviewer 6**	**Reviewer 6 Comments**	**Reviewer 7**	**Reviewer 7 Comments**
	Data is thoroughly collected, analyzed, and reported clearly.	Data collection or analysis is incomplete or lacks clarity.	Insufficient data collection or poor analysis.	**2.916666667**	3		3		3		3		3		2.5	Data is reported in sufficient detail and clarity in the appendix despite challenge of large number of courses assessed; may not be a need to assess other arts/humanities electives since all students must take ENGL 21xx		
	Exemplary - 3	**Proficient - 2**	**Needs Improvement - 1**															
Use of Results for Improvement				**TOTAL SCORE *Can do .5 scores**	**Reviewer 1**	**Reviewer 1 Comments**	**Reviewer 2**	**Reviewer 2 Comments**	**Reviewer 3**	**Reviewer 3 Comments**	**Reviewer 4**	**Reviewer 4 Comments**	**Reviewer 5**	**Reviewer 5 Comments**	**Reviewer 6**	**Reviewer 6 Comments**	**Reviewer 7**	**Reviewer 7 Comments**
	Results are effectively used to guide program improvement.	Some evidence of using results for improvement, but not systematic.	No evidence of results being used for improvement.	**3**	3		3		3		3		3		3	Report clearly describes how deficiencies in particular areas will be remedied in courses in future terms		
	Exemplary - 3	**Proficient - 2**	**Needs Improvement - 1**															
Completeness of Report				**TOTAL SCORE *Can do .5 scores**	**Reviewer 1**	**Reviewer 1 Comments**	**Reviewer 2**	**Reviewer 2 Comments**	**Reviewer 3**	**Reviewer 3 Comments**	**Reviewer 4**	**Reviewer 4 Comments**	**Reviewer 5**	**Reviewer 5 Comments**	**Reviewer 6**	**Reviewer 6 Comments**	**Reviewer 7**	**Reviewer 7 Comments**
	Report includes all required components and is well-organized. .	Report is missing minor components or is somewhat disorganized.	Report is incomplete or poorly organized. .	**2.916666667**	3		3		3		3		2.5		3	Report is complete and well-organized		

Scoring Key colors	**14.58**
8 or below - Needs Improvement	
12-9 - Proficient	
15-13-Exemplary	

Additional Comments: (Scores less than 8 require a comment/note by the reviewer)	

Middle Georgia State University

2023 - 2024 Gen-Ed Assessment Review Rubric: Scoring Worksheet

Area Reviewed: **Communicating in Writing**

Comments are required for Scores less than 2

	Exemplary - 3	Proficient - 2	Needs Improvement - 1	TOTAL SCORE *Cando .5 scores	Reviewer 1	Reviewer 1 Comments	Reviewer 2	Reviewer 2 Comments	Reviewer 3	Reviewer 3 Comments	Reviewer 4	Reviewer 4 Comments	Reviewer 5	Reviewer 5 Comments	Reviewer 6	Reviewer 6 Comments	Reviewer 7	Reviewer 7 Comments
Learning Outcomes Alignment																		
	Outcomes are clearly aligned with program goals and institutional objectives.	Some alignment with goals, but connections are unclear or incomplete.	Learning outcomes are not aligned with program goals.	**2**	2.5	Although all SLO's are being assessed by MGA, the learning outcomes do not explicitly state all of the USG's SLOs.	2.5	MGA SLO appears oversimplified in comparison to USG SLO	2	MGA's SLOs seem much broader than the USG ones.	2	I believe we were instructed to have the SLO statement match the USG SLO exactly going forward (e.g., in core impacts statements). But it is roughly aligned.	2.5		2.5	MGA SLO incorporates some but not all elements from USG SLO; copy of syllabus statement seems to be incomplete		

	Exemplary - 3	Proficient - 2	Needs Improvement - 1	TOTAL SCORE *Cando .5 scores	Reviewer 1	Reviewer 1 Comments	Reviewer 2	Reviewer 2 Comments	Reviewer 3	Reviewer 3 Comments	Reviewer 4	Reviewer 4 Comments	Reviewer 5	Reviewer 5 Comments	Reviewer 6	Reviewer 6 Comments	Reviewer 7	Reviewer 7 Comments
Assessment Methodology																		
	Methods are appropriate, rigorous, and well-documented.	Methods are appropriate but lack some clarity or depth.	Assessment methods are inappropriate or unclear.	**2.571428571**	3		3		3		3		3		3	Assessment technique is documented thoroughly in report		

	Exemplary - 3	Proficient - 2	Needs Improvement - 1	TOTAL SCORE *Cando .5 scores	Reviewer 1	Reviewer 1 Comments	Reviewer 2	Reviewer 2 Comments	Reviewer 3	Reviewer 3 Comments	Reviewer 4	Reviewer 4 Comments	Reviewer 5	Reviewer 5 Comments	Reviewer 6	Reviewer 6 Comments	Reviewer 7	Reviewer 7 Comments
Data Collection and Analysis																		
	Data is thoroughly collected, analyzed, and reported clearly.	Data collection or analysis is incomplete or lacks clarity.	Insufficient data collection or poor analysis.	**2.5**	3		3		3		3		3		2.5	Results are documented well but course-level proficiency data could be presented more concisely rather than one row per proficiency level; unclear what difference between "percentage per category" and "percentage for all students" is (is this a meaningful distinction?)		

	Exemplary - 3	Proficient - 2	Needs Improvement - 1	TOTAL SCORE *Cando .5 scores	Reviewer 1	Reviewer 1 Comments	Reviewer 2	Reviewer 2 Comments	Reviewer 3	Reviewer 3 Comments	Reviewer 4	Reviewer 4 Comments	Reviewer 5	Reviewer 5 Comments	Reviewer 6	Reviewer 6 Comments	Reviewer 7	Reviewer 7 Comments
Use of Results for Improvement																		
	Results are effectively used to guide program improvement.	Some evidence of using results for improvement, but not systematic.	No evidence of results being used for improvement.	**2.571428571**	3		3		3		3		3		3	Assessment results clearly informed changes in assessment and instruction/content delivery		

	Exemplary - 3	Proficient - 2	Needs Improvement - 1	TOTAL SCORE *Cando .5 scores	Reviewer 1	Reviewer 1 Comments	Reviewer 2	Reviewer 2 Comments	Reviewer 3	Reviewer 3 Comments	Reviewer 4	Reviewer 4 Comments	Reviewer 5	Reviewer 5 Comments	Reviewer 6	Reviewer 6 Comments	Reviewer 7	Reviewer 7 Comments
Completeness of Report																		
	Report includes all required components and is well-organized.	Report is missing minor components or is somewhat disorganized.	Report is incomplete or poorly organized. .	**2.571428571**	3		3		3		3		3		3	All elements were incorporated and well-organized in the report		

Scoring Key colors	**12.21**
8 or below - Needs Improvement	
12-9 - Proficient	
15-13-Exemplary	

Additional Comments:
(Scores less than 8 require a comment/note by the reviewer)

Middle Georgia State University

2023 - 2024 Gen-Ed Assessment Review Rubric: Scoring Worksheet

Area Reviewed: **Technology, Mathematics and Science**

Comments are required for Scores less than 2

	Exemplary - 3	Proficient - 2	Needs Improvement - 1	TOTAL SCORE *Can do .5 scores	Reviewer 1	Reviewer 1 Comments	Reviewer 2	Reviewer 2 Comments	Reviewer 3	Reviewer 3 Comments	Reviewer 4	Reviewer 4 Comments	Reviewer 5	Reviewer 5 Comments	Reviewer 6	Reviewer 6 Comments
Learning Outcomes Alignment																
	Outcomes are clearly aligned with program goals and institutional objectives.	Some alignment with goals, but connections are unclear or incomplete.	Learning outcomes are not aligned with program goals.	**2.833333333**	3		3		2.5	MGA's SLOs seem broader than the USG's.	3		3		2.5	MGA SLO appears to be generally aligned with USG SLO (USG SLO appears to have a typo?)

	Exemplary - 3	Proficient - 2	Needs Improvement - 1	TOTAL SCORE *Can do .5 scores	Reviewer 1	Reviewer 1 Comments	Reviewer 2	Reviewer 2 Comments	Reviewer 3	Reviewer 3 Comments	Reviewer 4	Reviewer 4 Comments	Reviewer 5	Reviewer 5 Comments	Reviewer 6	Reviewer 6 Comments
Assessment Methodology																
	Methods are appropriate, rigorous, and well-documented.	Methods are appropriate but lack some clarity or depth.	Assessment methods are inappropriate or unclear.	**1.916666667**	2		1.5	Methods used here seem overly complicated; too much measuring, which makes analysis problematic	2		2		2	Is there a different assessment method for each class? Seems like that would be hard to see if there is a common problem across classes	2	Description of assessment method implies that all disciplines use scoring of an exam as the basis for the proficiency measure but this is only clearly stated for the course assessment that changed (PHYS)

	Exemplary - 3	Proficient - 2	Needs Improvement - 1	TOTAL SCORE *Can do .5 scores	Reviewer 1	Reviewer 1 Comments	Reviewer 2	Reviewer 2 Comments	Reviewer 3	Reviewer 3 Comments	Reviewer 4	Reviewer 4 Comments	Reviewer 5	Reviewer 5 Comments	Reviewer 6	Reviewer 6 Comments
Data Collection and Analysis																
	Data is thoroughly collected, analyzed, and reported clearly.	Data collection or analysis is incomplete or lacks clarity.	Insufficient data collection or poor analysis.	**1.666666667**	1.5	Feels like there could be one similar assignment that could be used across the area to assess the scientific method. With so many different things being measured, how do you make an improvement plan?	1.5	Agree with Dr. Keith	1.5	Agree with others.	2		1.5	Agreee with Sheree and Matt.	2	Reporting of proficiency by course would be clearer if tables consolidated in form more similar to other reports rather than separate rows for each proficiency level

	Exemplary - 3	Proficient - 2	Needs Improvement - 1	TOTAL SCORE *Can do .5 scores	Reviewer 1	Reviewer 1 Comments	Reviewer 2	Reviewer 2 Comments	Reviewer 3	Reviewer 3 Comments	Reviewer 4	Reviewer 4 Comments	Reviewer 5	Reviewer 5 Comments	Reviewer 6	Reviewer 6 Comments
Use of Results for Improvement																
	Results are effectively used to guide program improvement.	Some evidence of using results for improvement, but not systematic.	No evidence of results being used for improvement.	**1.583333333**	1.5	An improvement plan is impossible if the assessment is completely different for every class.	1.5	Agree with Dr. Keith	1.5		2		1.5	Agree with Sheree and Matt	1.5	Report indicates use of results to improve assessment process but no description of use for improvement in the substantive course content or its delivery

	Exemplary - 3	Proficient - 2	Needs Improvement - 1	TOTAL SCORE *Can do .5 scores	Reviewer 1	Reviewer 1 Comments	Reviewer 2	Reviewer 2 Comments	Reviewer 3	Reviewer 3 Comments	Reviewer 4	Reviewer 4 Comments	Reviewer 5	Reviewer 5 Comments	Reviewer 6	Reviewer 6 Comments
Completeness of Report																
	Report includes all required components and is well-organized. .	Report is missing minor components or is somewhat disorganized.	Report is incomplete or poorly organized. .	**2.916666667**	2.5		3		3		3		3		3	Report is complete

Scoring Key colors	**10.92**
8 or below - Needs Improvement	
12-9 - Proficient	
15-13-Exemplary	

Additional Comments: (Scores less than 8 require a comment/note by the reviewer)	

Middle Georgia State University

2023 - 2024 Gen-Ed Assessment Review Rubric: Scoring Worksheet

Area Reviewed: **Social Sciences**

Comments are required for Scores less than 2

	Exemplary - 3	Proficient - 2	Needs Improvement - 1	TOTAL SCORE *Can do .5 scores	Reviewer 1	Reviewer 1 Comments	Reviewer 2	Reviewer 2 Comments	Reviewer 3	Reviewer 3 Comments	Reviewer 4	Reviewer 4 Comments	Reviewer 5	Reviewer 5 Comments
Learning Outcomes Alignment														
	Outcomes are clearly aligned with program goals and institutional objectives.	Some alignment with goals, but connections are unclear or incomplete.	Learning outcomes are not aligned with program goals.	**2.2**	3		2		2		1	MGA's SLO seem to align with the USG's SLO for Area P	3	
	Exemplary - 3	**Proficient - 2**	**Needs Improvement - 1**											
Assessment Methodology				**TOTAL SCORE *Can do .5 scores**	**Reviewer 1**	**Reviewer 1 Comments**	**Reviewer 2**	**Reviewer 2 Comments**	**Reviewer 3**	**Reviewer 3 Comments**	**Reviewer 4**	**Reviewer 4 Comments**	**Reviewer 5**	**Reviewer 5 Comments**
	Methods are appropriate, rigorous, and well-documented.	Methods are appropriate but lack some clarity or depth.	Assessment methods are inappropriate or unclear.	**2.6**	3		3		3		1	No description of the assessment	3	perhaps add assessment questions in appendix?
	Exemplary - 3	**Proficient - 2**	**Needs Improvement - 1**											
Data Collection and Analysis				**TOTAL SCORE *Can do .5 scores**	**Reviewer 1**	**Reviewer 1 Comments**	**Reviewer 2**	**Reviewer 2 Comments**	**Reviewer 3**	**Reviewer 3 Comments**	**Reviewer 4**	**Reviewer 4 Comments**	**Reviewer 5**	**Reviewer 5 Comments**
	Data is thoroughly collected, analyzed, and reported clearly.	Data collection or analysis is incomplete or lacks clarity.	Insufficient data collection or poor analysis.	**3**	3		3		3		3		3	
	Exemplary - 3	**Proficient - 2**	**Needs Improvement - 1**											
Use of Results for Improvement				**TOTAL SCORE *Can do .5 scores**	**Reviewer 1**	**Reviewer 1 Comments**	**Reviewer 2**	**Reviewer 2 Comments**	**Reviewer 3**	**Reviewer 3 Comments**	**Reviewer 4**	**Reviewer 4 Comments**	**Reviewer 5**	**Reviewer 5 Comments**
	Results are effectively used to guide program improvement.	Some evidence of using results for improvement, but not systematic.	No evidence of results being used for improvement.	**2.9**	3		2.5		3		3		3	
	Exemplary - 3	**Proficient - 2**	**Needs Improvement - 1**											
Completeness of Report				**TOTAL SCORE *Can do .5 scores**	**Reviewer 1**	**Reviewer 1 Comments**	**Reviewer 2**	**Reviewer 2 Comments**	**Reviewer 3**	**Reviewer 3 Comments**	**Reviewer 4**	**Reviewer 4 Comments**	**Reviewer 5**	**Reviewer 5 Comments**
	Report includes all required components and is well-organized. .	Report is missing minor components or is somewhat disorganized.	Report is incomplete or poorly organized. .	**3**	3		3		3		3		3	

Scoring Key colors	**13.70**
8 or below - Needs Improvement	
12-9 - Proficient	
15-13-Exemplary	

Additional Comments: (Scores less than 8 require a comment/note by the reviewer)	

GENERAL EDUCATION ASSESSMENT SCORECARD									
Institution-wide goal is that 70% of students demonstrate proficiency or higher (Score of 3 and 4), this goal applies to both the area and course level.									
Prior Area Name	Prior Area Letter	Core IMPACTS Area	CI Average		Course	Course	Course	Course	Course
AREA A Math	A	M	85.9%		MATH 1001 - 90.8%	MATH 1111 - 80.9%			
		M/T	71.2%		MATH 1113 - 76.8%	MATH 1251 - 52.3%	MATH 1401 - 84.5%		
AREA A English	A	C	82.0%	→	ENGL 1102 - 82%				
AREA B Perspectives	B	I	93.1%	→	ITEC 1001 - 95.8%	HUMN 1002 - 95.7%	HS 1005 - 100%	HUMN 1009 - 100%	HIST 1006 - 98.4%
					HIST 1007 - 96.5%	HS 1000 - 100%	HS 1003 - 95.6%	PSYC 1001 - 98.4%	COMM 1012
					ARTS 1013 - 84.3%	AVIA 1101 - 99.0%	CRWR 1007 - 100%	HS 1002 - 100%	HUMN 1001 - 100%
					MUSC 1006 - 100%	SSCI 1003 - 52.9%	THEA 1010 - 66.6%		
AREA C Literature	C	A	76.3%		ENGL 2111 - 72%	ENGL 2112 - 82%	ENGL 2121 - 67%	ENGL 2122 - 86%	ENGL 2131 - 91%
					ENGL 2131H - 76%	ENGL 2132 - 66%	ENGL 2132H - 91%	ENGL 2141 - 72%	ENGL 2142 - 60%
AREA C Elective	C	A	92.5%		COMM 1110 - 95.1%	COMM 1100 - 94.0%	ARTS 1100 - 86.8%	MUSC 1100 - 96.9%	THEA 1010 - 92.0%
					SPAN 1001 - 97.2%	SPAN 1002 - 100%	SPAN 2001 - 97.8%	FREN 1001 - 81.0%	FREN 1002 - 100%
					FREN 2002 - 100%	KOR 1001 - 90%	KOR 1002 - 72%		
AREA D Science	D	T	86.8%	→	BIOL 1001 - 90.5%	BIOL 2107 - 90.6%	CHEM 1151 - 92.4%	CHEM 1211 - 87.1%	PHYS 1101 - 75%
					PHYS 1111 - 77.8%	PHYS 2211 - 84.2%	ASTR 1010 - 86.4%		
AREA E Social Sciences	E	P	87.7%	→	POLS 1101 - 87.7%				
		S	91.7%	→	POLS 2101 - 92.3%	POLS 2201 - 92.9%	POLS 2301 - 100%		
					PSYC 1001 - 86%	SOCI 1101 - 73%	SOCI 1160 - 94%	HIST 1111 - 100%	HIST 1112 - 95%
		P/S	84.5%	→	HIST 2111 - 79%	HIST 2112 - 90%			

Previous Cycle: Below threshold - Now above threshold
Previous Cycle: Above threshold - Now below threshold
Below threshold
Above threshold
Course not assessed previous cycle - assessed this cycle
Course assessed previous cycle - not assessed this cycle