



**East Georgia State College**

# **Response Report**

**8.2.b Student Outcomes: General Education**

**March 8, 2021**

**Print Version**

**This print version of East Georgia State College's (EGSC) Response Report includes EGSC's narrative response. All source documents may be accessed through hyperlinks on each of the USB drives submitted with this Response Report.**

## 8.2.b Student Outcomes: General Education

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

b. student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs.

### Judgment

Compliant  Partial Compliance  Non-Compliant  Not Applicable

### Narrative

[Link to Focused Report for 8.2.b](#)

#### OFF-SITE COMMITTEE COMMENTS

The institution's general education program follows the system Board of Regents policy on core curriculum. This policy states that each institution's core curriculum will consist of 42 semester credit hours, including minimum credit hours in specified areas. Each system institution develops institution-specific general education student learning outcomes (SLOs) that are aligned with the system- defined areas/goals. The institution developed its general education SLOs in 2011, and they were reaffirmed in 2019. Several of the outcomes are stated in a circular fashion such that success of the outcomes is assumed by collegiate success of the student by using the language "at the level necessary to succeed in higher education."

No definitions, benchmarks, targets or rubrics are provided to guide assessment. Program maps demonstrate the alignment of academic program SLOs with general education program SLOs. The assessment of the academic program SLOs is provided as evidence of the general education SLO assessment; however, there is no separate assessment of the general education SLOs across programs. Comprehensive program reviews of general education were completed in 2009 and 2016, but these did not focus on SLO assessment. Changes have been made to address course pass rates, retention rates, and graduation rates. These changes, however, do not appear to be based on assessment of the general education SLOs. There is no articulation of a process of general education SLO assessment separate from academic program SLO assessment that demonstrates the extent to which it achieves each of the general education SLOs and provides evidence that it is seeking improvement based on the results of this process.

#### ON-SITE REAFFIRMATION COMMITTEE COMMENTS

The On-Site Reaffirmation Committee reviewed the documentation provided in the Compliance Certification and the Focused Report. Since the submission of the Compliance Certification, the institution has worked diligently to take corrective actions that will produce more meaningful internal assessments that will measure the abilities of students to meet benchmarks and to support continuous improvement of the General Education program.

Among these measures, the institution revised the wording of the seven SLOs to “articulate the specific aspects of student learning which are expected to be assessed and achieved for each competency.” As a result of the rewording of the SLOs, the institution plans to develop assessment rubrics to “evaluate the extent to which the SLO is achieved but also the extent to which the specific identified dimensions of the SLO are also achieved.” The institution states that the seven SLOs are expected to be assessed annually using the new rubrics. The institution identified the general education courses that will be used for assessment. For example, MATH 1001 and MATH 1111 will be used to assess Mathematical Competencies.

Another measure taken by the institution was to separate the assessment of general education outcomes from the assessment of SLO’s in educational programs. While a small sample of data was provided in the Focused Report for seven courses showing some of the methods used to assess general education outcomes, along with benchmarks and target met/not met, some of the documentation was incomplete and improvements based on data analysis were not always identified. However, these changed processes and the plan to create assessment rubrics and annually assess general education outcomes constitute significant improvements.

The On-Site Reaffirmation Committee held interviews with the Vice President for Academic and Student Affairs, the Director of Strategic Planning and Institutional Research, the School of Humanities and Social Sciences, the Interim Dean of Mathematics and Natural Sciences, a Professor of Political Science and an Associate Professor of Biology, and found that while there is evidence changes have been made, the institution should provide documentation that Student Learning Outcomes in the General Education core have been consistently assessed and the results have been used for continuous improvement.

Recommendation 1: The On-Site Reaffirmation Committee recommends that the institution provide evidence that student learning outcomes in the General Education core have been consistently assessed and the results have been used for program improvement.

### **EAST GEORGIA STATE COLLEGE (EGSC) RESPONSE**

EGSC thanks the On-Site Reaffirmation Committee for recognizing the progress the College has made toward improving its assessment of general education student learning outcomes and the advice it provided to ensure that EGSC consistently assesses its general education student learning outcomes and uses the assessment results to continually improve those outcomes. Presented below are EGSC’s seven general education student learning outcomes. The general education assessment process the College now has in place is presented in the section below.

<b>EGSC General Education Student Learning Outcomes</b>
<b>1.</b> Students will demonstrate college-level writing proficiency in written exposition, analysis, argumentation, interpretation, and evaluation using properly researched sources of information. (Writing Competency)
<b>2.</b> Students will demonstrate college-level proficiency in using basic numerical, symbolic, graphical, and mathematical functions for analyzing data and solving quantitative problems with the aid of appropriate technology. (Quantitative Competency)
<b>3.</b> Students will demonstrate necessary organization of materials for effective vocal and physical presentations in varied speaking contexts. (Oral and Multi-media Presentation Competency)

<p><b>4.</b> Students will demonstrate use of the principles of critical thinking including the gathering, analysis, and evaluation of information to formulate substantive and creative perspectives on challenging events in one's history and experience. (Critical Thinking Perspective Competency)</p>
<p><b>5.</b> Students will demonstrate the recognition of important works of literature or art and the periods in history when they were created and analyze basic characteristics and differences among their different forms. (Humanities Competency)</p>
<p><b>6.</b> Students will demonstrate familiarity with basic nomenclature, theories, investigative practices, and laboratory work in the sciences as well as the functional components and use of the scientific method in natural science research. (Scientific Competency)</p>
<p><b>7.</b> Students will demonstrate recognition of the basic principles and theories of human behavior, social organizations, government, laws and policies, behavioral and social deviance, and social scientific research methods. (Social Science Competency)</p>

Substantial progress in demonstrating compliance with Standard 8.2.b has indeed been achieved since submitting the Compliance Certification as is apparent in the narrative and supporting documentation below. All seven of the expected student learning outcomes for general education were assessed in Fall 2020. Typically, each of the learning outcomes was assessed in multiple general education courses, providing the opportunity to observe convergence of assessment results. Direct measures of student performance in these assessments were used. Rubrics to assess the extent to which specific SLOs were achieved in assigned student work projects or exams were devised by the faculty teaching those courses to use as assessment tools. Targeted expectations for the outcomes of those assessment results were stated. Results were often mixed, either exceeding the targeted expectations or falling below expectations. Regardless of those assessment results, the faculty identified ways in which it would pursue future improvements in their general education courses and the learning outcomes for those courses based on their assessment results.

### **EGSC General Education Assessment Process**

The assessment of the College's general education (GE) student learning outcomes (SLOs) is articulated in EGSC General Education Assessment Guide AY 2020-21 developed by the Institutional Effectiveness Committee. This guide and its subsequent review by deans and department chairs have been invaluable in helping the various departments involved in delivering general education to sharpen their assessment plans and tactics and produce meaningful results. Nevertheless, that Guide is also subject to continuing improvement based on the Fall 2020 general education assessment results, not all of which were as strong as they could have been. The current draft of a revised and updated EGSC General Education Assessment Guide AY 2021-22 contains additional guidance on the topics of rubric development appropriate to student and course level, interpreting outcomes that fall below and above expectations, and advancing plans for improvement into achieved improvements.

EGSC Faculty are organized into two schools, the School of Humanities and Social Sciences (HSS) and the School of Mathematics and Natural Sciences (MNS), each led by a Dean. During the Fall Faculty Workshop held at the beginning of each academic year, the Vice President for Academic and Student Affairs (VPASA), the Deans, and faculty review the current GE SLOs and discuss whether to update them. Approval of GE SLOs follows EGSC governance guidelines. Proposals are submitted to the Academic Policies and Curriculum Committee (APCC), Faculty Senate, and President of the College. During Fall Semester

2020, EGSC's GE SLOs were assessed in the courses listed in [EGSC GE SLOs & Assessed Courses Fall 2020](#).

At the beginning of each Fall semester and before classes start, academic program coordinators meet with faculty to review actions to be implemented and assessment tools to be used based on the assessment results from the previous academic year. The list of selected assessment tools is sent to the Deans by the August 10 of each year. Faculty are responsible to administer the assessment tools during the Fall and Spring semesters. Regular updates on assessment are discussed during a weekly meeting between the VPASA and Deans. In addition, the VPASA, Deans, and the College's institutional SACSCOC liaison meet as needed.

Academic program coordinators meet with faculty at the midpoint of the Fall and Spring semesters to check on the progress of GE SLO assessments. Faculty send assessment results to their academic program coordinators by December 15 of each year for the Fall semester and May 15 of each year for the Spring semester.

Academic program coordinators compile the assessment results into discipline specific assessment reports and send them to faculty for review. Academic program coordinators and faculty meet to discuss the discipline specific assessment reports and select action items to implement the following academic year to improve general education SLOs.

With the support of the College's institutional SACSCOC liaison, the School of Humanities and Social Sciences and the School of Mathematics and Natural Sciences report annually on progress toward improving general education student learning outcomes. Academic program coordinators submit the discipline specific assessment reports to the Deans by May 15 of each year. The Deans review the discipline specific assessment reports and send feedback to the academic program coordinators if needed. Deans compile the discipline specific assessment reports into a general education assessment report. The assessment report is due to the EGSC Director of Institutional Research by July 1 of each year.

During the Fall semester, the Institutional Effectiveness Committee chaired by the EGSC institutional SACSCOC liaison reviews the general education assessment report from the previous year and sends feedback to the Deans and academic program coordinators as needed.

Presented below are links to the minutes of meetings the VPASA has had with the Deans and with the EGSC institutional SACSCOC liaison/Director of Institution Research during Fall Semester 2020. In addition, links to the minutes of meetings of the Institutional Effectiveness (IE) Committee that focused on GE SLO are presented.

Academic Affairs Minutes: [10-13-2020](#); [10-14-2020](#); [10-15-2020](#)

IE Committee Minutes: [12-10-2020](#); [1-7-2021](#); [1-15-2021](#); [1-22-2021](#); [1-28-2021](#)

### **EGSC's General Education Assessment Results and Use for Improvement**

Presented below are the general education assessment activities conducted by the faculty of the College's Schools during Fall Semester 2020.

**School of Humanities and Social Sciences (HSS)**

During Fall Semester 2020, HSS faculty conducted assessments of the GE SLO competencies presented in following table.

<b>Department</b>	<b>SLO Number/Competency</b>	<b>Course</b>
Art	SLO 5 Humanities	ART 1100 Introduction to Art
Communications Arts	SLO 3 Oral and Multi-media Presentation	COMM 1110 Public Speaking
English	SLO 1 Writing	ENGL 1101 English Composition I ENGL 1102 English Composition II
	SLO 5 Humanities	ENGL 2111 World Literature I ENGL 2112 World Literature II
History	SLO 4 Critical Thinking Perspective	HIST 2111 Survey of US History I
Political Science	SLO 1 Writing SLO 3 Oral and Multi-media Presentation SLO 4 Critical Thinking Perspective SLO 7 Social Science	POLS 1101 American Government
Psychology	SLO 7 Social Science	PSYC 1101: Introduction to General Psychology
Sociology	SLO 7 Social Science	SOCI 1101 Introduction to Sociology

Listed in the table below are links the HSS academic discipline meeting minutes, tools, and reports focusing on general education student learning outcome assessment during Fall Semester 2020. English Tools link to two rubrics that are revised for Spring Semester 2021.

<b>Meeting Minutes</b>	<b>Tools</b>	<b>Reports</b>
<a href="#">Art Minutes</a>	<a href="#">Art Tools</a>	<a href="#">Art Report</a>
<a href="#">Communications Arts Minutes</a>	<a href="#">Communications Arts Tools</a>	<a href="#">Communications Arts Report</a>
<a href="#">English Minutes</a>	<a href="#">English Tools</a>	<a href="#">English Report</a>
<a href="#">History Minutes</a>	<a href="#">History Tools</a>	<a href="#">History Report</a>
<a href="#">Political Science Minutes</a>	<a href="#">Political Science Tools</a>	<a href="#">Political Science Report</a>
<a href="#">Psychology Minutes</a>	<a href="#">Psychology Tools</a>	<a href="#">Psychology Report</a>
<a href="#">Sociology Minutes</a>	<a href="#">Sociology Tools</a>	<a href="#">Sociology Report</a>

During Fall Semester 2020, the assessment of five of the College's seven GE SLOs were conducted by HSS faculty. Writing Competency (SLO 1) was assessed in English Composition courses (ENGL 1101/ENGL 1102). English faculty found that overall students performed below the minimum accepted score of 70 percent. English faculty identified several causes for this result and changes to be made, including increased emphasis on basic grammar and reading comprehension. English faculty also assessed the Humanities Competency (SLO 5) in the World Literature courses (ENGL 2111/ENGL 2112). Students' ability to recognize and think critically about literature was assessed on the final exam. Overall, on average students scored 6.2 on a 9-point scale, with a goal of 6.75 to be achieved.

Oral and Multi-media Presentation Competency (SLO 3) was assessed in the Public Speaking course (COMM 1110) by Communication Arts faculty through the persuasion speech

assignment. Both information gathering and oral communication skills were assessed. Out of 50 students who were randomly chosen for assessment, 37 students (74 percent) were found to be consistently effective in gathering relevant information and 35 students (70 percent) were found to be orally competent. The Communication Arts faculty decided to focus on improving oral communication competencies by pairing orally competent students with students who need more assistance.

Critical Thinking Perspective Competency (SLO 4) was assessed in the first US History course (HIST 2111) by the History faculty using an essay assignment on the US Constitution and Bill of Rights. Students who completed the assignment generally did well, but several students failed to complete the assignment. It was determined by the History faculty that the assignment was too complicated and that students need a better grounding in the US Constitution before attempting the essay assignment.

The Humanities Competency (SLO 5) was assessed in the Introduction to Art course (ART 1100) on students' abilities to recognize important works of art, identify key periods of art history, and analyze differences between art works and periods. Although almost 82 percent of students met the benchmark for this assignment, they struggled most with the analysis portion and writing clearly. To improve student writing, the ART 1100 will include a writing component about art history in future semesters.

The Political Science faculty assessed the Oral and Multi-media Presentation Competency (SLO 3), Critical Thinking Perspective Competency (SLO 4) and the Social Science Competency (SLO 7) in an interest group assignment for the American Government course (POLS 1101). The classes for three of the four professors who participated in the assignment met a 70 percent benchmark. It was determined by these professors to change the interest groups eligible for this assignment.

The Psychology faculty assessed the Social Science Competency (SLO 7) using a mixed 25-item multiple choice pre/posttest with embedded short answer questions administered after coverage of abnormal psychology and mental disorders as an end of course assessment in the Introduction to Psychology course (PSYC 1101). An embedded short answer case analysis and research methods exploratory task comprised the specific assessment designed to address SLO 7. While 69 percent of students scored at or above the 80 percent benchmark on the assessment, this was below the targeted 75 percent success rate. In the future, Psychology faculty will work to increase the number of students who complete the assessment.

The Sociology faculty assessed the Social Science Competency (SLO 7) by administering an essay assignment called "Using Sociological Paradigms to Explain Society and/or Social Phenomena" to students in their Introduction to Sociology (SOC 1101) classes. Sociology faculty used a common rubric to evaluate the student essays against five levels of mastery for each of the three main sociological paradigms. Overall, 89 percent of students were found to achieve rubric level 2, 72 percent achieve rubric level 3, 36 percent achieve rubric level 4 and 13 percent achieve rubric level 5.

Assessment activities for the School are summarized in [EGSC HSS General Ed Assessment Report Fall 2020](#).

**School of Mathematics and Natural Sciences (MNS)**

During Fall Semester 2020, MNS faculty conducted assessments of the GE SLO competencies presented in the following table.

Department	SLO Number/Competency	Course
Mathematics	SLO 2 Quantitative	BIOL 1103 Introduction to Biology I BIOL 1107 Principles of Biology I BIOL 1108 Principles of Biology II CHEM 1211 Principles of Chemistry I MATH 1001 Quantitative Skills and Reasoning MATH 1111 College Algebra
Natural Sciences	SLO 1 Writing SLO 2 Quantitative SLO 4 Critical Thinking Perspective SLO 6 Scientific	BIOL 1103 Introduction to Biology I BIOL 1107 Principles of Biology I BIOL 1108 Principles of Biology II CHEM 1211 Principles of Chemistry I

Listed in the table below are links to the MNS academic discipline meeting minutes, tools, and reports focusing on general education student learning outcome assessment during Fall Semester 2020.

Meeting Minutes	Tools	Reports
<a href="#">Mathematics Minutes 8-3-2020</a> <a href="#">Mathematics Minutes 10-23-2020</a> <a href="#">Mathematics Minutes 1-6-2021</a>	<a href="#">MATH 1001 Pre/Post Test</a> <a href="#">MATH 1111 Pre/Post Test</a>	<a href="#">Mathematics Report</a>
<a href="#">Natural Sciences Minutes 8-3-2020</a> <a href="#">Natural Sciences Minutes 10-28-2020</a>	<a href="#">BIOL Quantitative Rubric</a> <a href="#">BIOL Graphing Rubric</a> <a href="#">BIOL Lab Reports Rubric</a> <a href="#">BIOL Scientific Rubric</a> <a href="#">BIOL 1103 GE SLO Rubrics</a> <a href="#">BIOL 1107 GE SLO Rubrics</a> <a href="#">BIOL 1108 GE SLO Rubrics</a> <a href="#">CHEM 1211 Calculation Rubric</a> <a href="#">CHEM 1211 GE SLO Rubrics</a> <a href="#">CHEM 1211 Graphing Rubric</a> <a href="#">CHEM 1211 Lab Grading Rubric</a>	<a href="#">Natural Sciences Report</a>
<a href="#">MNS Dean Minutes 10-12-2020</a> <a href="#">MNS Dean Minutes 10-27-2020</a> <a href="#">MNS Dean Minutes 11-16-2020</a> <a href="#">MNS Dean Minutes 1-8-2021</a>		

During Fall Semester 2020, the assessment of four of the College's seven GE SLOs were conducted by MNS faculty, including the Writing and Critical Thinking Perspective competencies, which were assessed by HSS Faculty, also.

Writing Competency (SLO 1) was assessed for formal lab reports in the Principles of Biology courses (BIOL 1107/1108). The benchmark set for BIOL 1107 was that 70 percent of students will score 70 percent or greater on the assessment and for the BIOL 1108 course the benchmark was that 70 percent of students will score 80 percent or greater on the assessment. The benchmarks were not met in Fall Semester 2021, so during Spring Semester 2021 more emphasis will be placed on writing skills in both courses.



Quantitative Competency (SLO 2) was assessed in two mathematics courses, Quantitative Skills and Reasoning (MATH 1001) and College Algebra (MATH 1111). For both courses, assessment methods included embedded items on the final exam or a separate posttest. For Quantitative Skills and Reasoning classes, the benchmark was 60 percent correct answers. 77.3 percent of students met the benchmark. Several test questions are scheduled for revision in Spring Semester 2021. For College Algebra classes, 74.6 percent of students met the benchmark. Since the error rate on one posttest question has been very high, that question will be replaced in Spring Semester 2021.

In addition, Quantitative Competency (SLO 2) was assessed in three Biology courses, Introductory Biology (BIOL 1103) and BIOL 1107/1108, and in Principles of Chemistry I (CHEM 1211). A variety of course assignments were assessed, including lab exercises, the application of statistics, and embedded exam questions. In the BIOL 1108 classes, assessment benchmarks were achieved, with 82 percent of students scoring 80 percent or more on interpreting quantitative exercises on physiology of homeostasis and gene copy number/cholesterol levels. More rigorous assessments will be conducted in BIOL 1108 classes during Spring Semester 2021. Benchmarks were not reached in the BIOL 1103, BIOL 1107 and CHEM 1211 classes. In BIOL 1103 classes, additional lab assignments involving use of graphical interpretations will be implemented. In BIOL 1107 classes, additional quantitative assignments will be implemented. Graphing and statistical exercises in Mastering Biology (online course resource) will be used to improve graphical and statistical skills. In CHEM 1211 classes, more instruction and practice worksheets will be given during Spring Semester 2021.

Critical Thinking Perspective Competency (SLO 4) was assessed in the biology classes, also. In BIOL 1108, the benchmark of 70% or more of students attaining an average score of 80% or greater was achieved. More rigorous tools are being introduced during Spring Semester 2021. In BIOL 1107 classes, benchmarks were not met. Additional exercises in Mastering Biology will be assigned. In BIOL 1103 classes, because benchmarks were not met, additional exercises will be assigned to improve analytical skills during Spring Semester 2021.

Scientific Competency (SLO 6) was assessed in the biology classes. Assessment instruments included lab exercises and reports, embedded exam questions, and a comprehensive post-test. In BIOL 1103, 73 percent of students scored above 79 percent on the assessed lab exercise to meet the benchmark. However, the exercise on hypothesis formulation was not met. Additional exercises on hypothesis formulation are being conducted during Spring Semester 2021 to achieve the benchmark. In BIOL 1107, the benchmark on preparing formal lab reports was not met. Students will be provided an example of a well-prepared lab report and additional instruction during Spring Semester 2021 to improve the quality of the reports. In BIOL 1108, assessment benchmarks were not met, also. Several changes are being introduced in Spring Semester 2021 to achieve the benchmarks, including restructuring of hybrid classes to allow more in-class contact with students, more instruction on writing lab reports, and more in-class time devoted to interpretation of phylogenetic trees.

The Fall Semester 2020 general education assessment activities for the School are summarized in reports for [Mathematics](#) and [Natural Sciences](#).

































## Conclusion



































One of the most notable findings in these assessments of the student learning outcomes for general education is how often weak student writing skills were found to exist across the curriculum. Such weaknesses were found not only in the English composition courses, but also in art appreciation, the sciences, and the social sciences. Had the assessment of SLO 1 on writing only been assessed in the composition courses of general education, this very important assessment result would not have been observed and documented as well as it has been here.

It is also notable that the faculty understands that the corrective actions needed to address such weaknesses in writing are not the sole responsibility of colleagues in the English Department. As is reflected in these assessment reports, faculty across different disciplines understand that if student writing for their discipline is weak, they have the responsibility to find ways to strengthen writing in their discipline area. Improving student writing becomes everyone's responsibility in this context. Since learning to write for one's major field of study is important in all degree programs and will be emphasized beyond general education in major field courses, it is also important that such discipline-appropriate writing skill development begins in the different discipline areas of general education courses.

As documented in this Response Report for Fall Semester 2020, EGSC has identified expected student learning outcomes for collegiate-level general education competencies for its degree programs, has assessed the extent to which it has achieved those outcomes, and has continually sought improvement based on analysis of the assessment results. Building on this experience, similar, but improved, assessment activities are being conducted by EGSC faculty in Spring Semester 2021.

## Sources

-  Academic Affairs Minutes
  -  VPASA Deans Gen Ed SLO Meeting October 13, 2020 - Minutes
  -  VPASA Deans Gen Ed SLO Meeting October 14, 2020 - Minutes
  -  VPASA Deans Gen Ed SLO Meeting October 15, 2020 - Minutes
-  Humanities and Social Sciences Minutes
  -  EGSC HSS Art Dept. General Ed Assessment Minutes Fall 2020
  -  EGSC HSS Communication Arts Dept. General Ed Assessment Minutes Fall 2020
  -  EGSC HSS English Dept. General Ed Assessment Minutes Fall 2020
  -  EGSC HSS General Ed Assessment Minutes Fall 2020
  -  EGSC HSS History Dept. General Ed Assessment Minutes Fall 2020
  -  EGSC HSS Political Science Dept. General Ed Assessment Minutes Fall 2020
  -  EGSC HSS Psychology Dept. General Ed Assessment Minutes Fall 2020
  -  EGSC HSS Sociology Dept. General Ed Assessment Minutes Fall 2020
-  Humanities and Social Sciences Reports
  -  EGSC HSS Art Dept General Ed Assessment Report Fall 2020
  -  EGSC HSS Communication Arts Dept General Ed Assessment Report Fall 2020
  -  EGSC HSS English Dept General Ed Assessment Report Fall 2020
  -  EGSC HSS General Ed Assessment Report Fall 2020
  -  EGSC HSS History Dept General Ed Assessment Report Fall 2020
  -  EGSC HSS Political Science Dept General Ed Assessment Report Fall 2020
  -  EGSC HSS Psychology Dept General Ed Assessment Report Fall 2020
  -  EGSC HSS Sociology Dept General Ed Assessment Report Fall 2020
-  Humanities and Social Sciences Tools
  -  EGSC HSS Art Dept. General Ed Assessment Tools Fall 2020
  -  EGSC HSS Communication Arts Dept. General Ed Assessment Tools Fall 2020
  -  EGSC HSS English Dept. General Ed Assessment Tools Spring 2021
  -  EGSC HSS History Dept. General Ed Assessment Tools Fall 2020
  -  EGSC HSS Political Science Dept. General Ed Assessment Tools Fall 2020
  -  EGSC HSS Psychology Dept. General Ed Assessment Tools Fall 2020
  -  EGSC HSS Sociology Dept. General Ed Assessment Tools Fall 2020
-  Institutional Effectiveness Committee Minutes
  -  Institutional Effectiveness Committee Minutes 1-15-2021

-  Institutional Effectiveness Committee Minutes 12-10-2020
-  Institutional Effectiveness Committee Minutes 1-22-2021
-  Institutional Effectiveness Committee Minutes 1-28-2021
-  Institutional Effectiveness Committee Minutes 1-7-2021
-  Mathematics and Natural Sciences Minutes
  -  Mathematics GE SLO Assessment Minutes 10-23-2020
  -  Mathematics GE SLO Assessment Minutes 1-6-2021
  -  Mathematics GE SLO Assessment Minutes 8-3-2020
  -  MNS Dean GE SLO Assessment Minutes 10-12-2020 -
  -  MNS Dean GE SLO Assessment Minutes 10-27-2020 -
  -  MNS Dean GE SLO Assessment Minutes 11-16-2020 -
  -  MNS Dean GE SLO Assessment Minutes 1-8-2021 -
  -  Natural Sciences GE SLO Assessment Minutes 10-28-2020
  -  Natural Sciences GE SLO Assessment Minutes 8-3-2020
-  Mathematics and Natural Sciences Reports
  -  EGSC Mathematics General Education Assessment Report Fall 2020
  -  EGSC Natural Sciences General Education Assessment Report Fall 2020
-  Mathematics and Natural Sciences Tools
  -  BIOL 1103-1107-1108 Quantitative GE SLO Rubric
  -  BIOL 1107 &1108 Graphing Rubric
  -  BIOL 1107-1108-1103 Lab Reports Rubric
  -  BIOL 1107-1108-1103 Scientific GE SLO Rubric
  -  BIOL 1108 GEN ED SLOs & Rubrics
  -  BIOL1103 GEN ED SLOs & Rubrics
  -  BIOL1107 GEN ED SLOs & Rubrics
  -  CHEM 1211 Calculation Grading Rubric
  -  CHEM 1211 GEN ED SLOs & Rubrics
  -  CHEM 1211 Graphing Rubric
  -  CHEM 1211 Qualitative Analysis Lab Grading Rubric
  -  MATH 1001 Quantitative Skills & Reasoning Pre-Post Test
  -  MATH 1111 College Algebra Pre-Post Test
-  EGSC GE SLOs & Assessed Courses Fall 2020
-  EGSC General Education Assessment Guide AY 2020-21
-  EGSC General Education Assessment Guide Draft AY 2021-22