

THE UNIVERSITY OF TENNESSEE AT CHATTANOOGA

PROPOSED PLAN

FOR THE

**ASSESSMENT OF STUDENTS' ATTAINMENT OF GENERAL EDUCATION
COMPETENCIES**

PREPARED FOR

THE GENERAL EDUCATION COMMITTEE

PREPARED BY

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RECOMMENDATIONS OF THE SUBCOMMITTEE ON GENERAL EDUCATION ASSESSMENT

The University of Tennessee at Chattanooga must begin to assess its students' attainment of the learning outcomes intended for its General Education Program. Given today's climate of accountability, the University must provide evidence of the effectiveness of this program as justification for its continued existence. The Subcommittee on Assessment of general education has drafted a plan for assessing students' learning outcomes. In keeping with this plan, the Committee makes the following recommendations:

1. The administration should appoint a General Education Assessment Committee that will be responsible for overseeing the assessment of students' attainment of the competencies in general education.
2. The assessment process should begin in fall 2007 by measuring the competencies in the categories of Rhetoric and Composition, Mathematics and Statistics, and the Natural sciences. The standardized tests adequately measure competencies in these categories.
3. Incoming freshmen in the fall of 2007 should be given the appropriate standardized test as a means of providing a measure of quality enhancement when their scores are compared to those of graduating seniors.
4. Graduating seniors should be tested in the spring of 2008.
5. An annual report of the results of the general education assessment should be prepared by the chair of the Assessment Committee and distributed to the Chancellor, Department Heads, Faculty Senate, and Board of Trustees. The report should include results from both the course recertification process and the assessment of learning outcomes attainment.
6. Students' attainment of competencies should be assessed on a yearly basis.
7. Measures for competencies together with indicators of successful student attainment in the categories of Cultures and Civilizations, Social and Behavioral Sciences, and Humanities and Fine Arts should be developed by the end of spring semester 2008 and should be pilot tested via testing freshmen entering in the fall of 2009 and seniors graduating in spring 2010. It is suggested that the Delphi Technique be used to develop the test.
8. Percentage levels for the criteria of success for the categories of rhetoric and composition, mathematics, and natural sciences need to be developed.

THE UNIVERSITY OF TENNESSEE AT CHATTANOOGA GENERAL EDUCATION ASSESSMENT PLAN

Introduction

The Southern Association of Colleges and Schools (SACS) requires that colleges it accredits provide evidence of the effectiveness of their general education programs. As evidence of effectiveness, universities must identify both measures to ensure that students have attained competencies that the institution has defined as appropriate for the goals of its general education program and the process for ensuring that general education courses address the program's goals. While UTC has developed a sound process for ensuring course compliance with the guidelines of the General Education Program, procedures for assessing student achievement of general education competencies remain inadequate. In 2004, efforts to develop a means of assessing student learning outcomes were initiated. As a first step the General Education Committee culled competencies from the guidelines of each one of the 6 categories of study. What remained to be done was developing measures, criteria of success, and a feedback loop for using assessment results to improve the quality of the General Education Program. In addition, there remained a need to show improvement beyond the high school level for graduates of the University. This assessment plan proposal addresses these on going assessment issues.

Background

As early as 1997, The University of Tennessee at Chattanooga initiated its endeavor to refine its approach to assessing general education. As a first step, the General Education Committee undertook the task of developing a clear set of guidelines for general education. This effort resulted in the "Green Book" which restructured the categories of study comprising the general education program. The new general education curriculum became effective in 1999 for new students entering in the fall of that year. The 1997 General Education curriculum was comprised of 10 categories of study including Rhetoric and Composition (6 hours), Intensive writing (3 hours), Oral Communication (3 hours unless integrated into the major), Computer Literacy (3 hours unless integrated into the major), Cultures and Civilizations (9 hours), Humanities and Fine Arts (6 hours), Behavioral and Social Sciences (6 hours), Natural Sciences (7-8 hours; Two courses in the natural sciences, with at least one four hour course including a laboratory component), Mathematics (3 hours), and Statistics (3 hours). This particular curriculum constituted 47 hours of general education. In 2002 the general education curriculum was refined. The new General Education categories of study included Rhetoric and Composition (6 hours), Mathematics and Statistics (6 hours), Natural Sciences (7-8 hours), Humanities and Fine Arts (6 hours), Cultures and Civilizations (9 hours) and Behavioral and Social Sciences (6 hours). This totals 41 hours of general education, which constitutes, with a few exceptions, 34% of each undergraduate degree.

While the general education categories of study underwent changes, the guidelines associated with each one of the categories that were established in 1997 have remained the same. However, the General Education Committee did undertake the task of identifying student learning outcomes associated with the various guidelines. Based on the guidelines, general education competencies were developed for the 6 categories of

study. These general education competencies were refined during the 2005-2006 academic year and are the current student learning outcomes for the General Education Program.

Philosophical Framework

General Education at the University of Tennessee at Chattanooga is guided by the idea that a college education should expand students' fundamental knowledge, abilities, and aesthetic sensibilities leading to a social awareness essential for individual societal development. Graduates of The University of Tennessee at Chattanooga should have the knowledge and ability to:

Think analytically, logically, creatively, reflectively, and sensitively about the human condition;

Think analytically, logically, creatively, and reflectively about natural and abstract structures;

Collect, process, interpret, and use quantitative and qualitative information using up-to-date methods, to define and defend viewpoints, solve problems, and make decisions;

Communicate effectively, especially in speech and in writing; engage in civil debate; and collaborate on common tasks;

Incorporate into their world views a comparative, historical, and global perspective on the diversity of the human experience, including the complex factors that shape individuals, societies, civilizations and knowledge.

This philosophy together with the University's stated mission provide the rationale for the general education curriculum and inform decisions for certifying select courses for inclusion in the general education program. Courses certified as general education undergo a rigorous certification process.

The Certification Procedure

Courses certified as General Education must be reviewed by the General Education Committee for approval. Proposals submitted for certification of courses must demonstrate how the course fulfills each one of the guidelines established for the relevant category of study. Model syllabi that specify the student learning outcomes for the courses are required as initial evidence that courses address the competencies stated for the various categories of study. Upon finding that a course sufficiently meets the established standards, the Committee certifies the course and informs the appropriate university personnel for inclusion of the course in the general education program.

General Education Core Areas

Six categories of study comprise the general education program at The University of Tennessee at Chattanooga. All of the courses offer coursework that meet the goals of general education as evidenced by procedures applied within the certification and recertification processes. The General education categories of study together with the courses and their prerequisites (prerequisites are not part of the general education program) are as follows:

1. Rhetoric and Composition - 6 hours

◆ English 121

*Prerequisites: Grade of C or better in English 106 or placement

◆ University Honors 101

◆ English 122

*Prerequisites: English 121 with grade of C or better or placement

◆ University Honors 102.

2. Mathematics and Statistics - 6 hours

◆ Mathematics 123

*Prerequisites: UTC Math Placement Level 20 or MATH 106 with minimum grade of C or Math ACT 22 or above

◆ Mathematics 131

*Prerequisites: UTC Math Placement Level 20 or MATH 106 with minimum grade of C or Math ACT 24 or above

◆ Mathematics 136

*Prerequisites: UTC Math Placement Level 30 or MATH 131 or 144 with minimum grade of C or Math ACT 26 or above

◆ Mathematics 144

*Prerequisites: UTC Math Placement Level 20 or MATH 106 with minimum grade of C or Math ACT 24 or above

◆ Mathematics 145

*Prerequisites: UTC Math Placement Level 30 or MATH 144 or 131 with minimum grade of C or Math ACT 26 or above

◆ Mathematics 151/152

*Prerequisites: UTC Math Placement Level 20 or MATH 106 with minimum grade of C or Math ACT 22 or above

◆ Mathematics 216

*Prerequisites: UTC Math Placement Level 40 or Math 145 with a grade of C or ACT 28 or above with the equivalent of at least one semester of high school trigonometry

*Co-requisite: MATH 152

◆ Mathematics 210

*Prerequisites: UTC Math Placement Level 20 or MATH 106 with minimum grade of C or Math ACT 22 or above

◆ Mathematics 307

*prerequisites: MATH 160 or 161 with minimum grade of C

◆ Mathematics 408

*prerequisites: MATH 407 with a minimum grade of C

◆ Biology 216

*prerequisites: UTC Math Placement Level 30 or MATH 131 with minimum grade of C, and Computer Science 110 with a minimum grade of C

◆ Business Management 211

*Prerequisites: BMGT 100, UTC Math Placement Level 30 or MATH 131, 136, 144, or 151 with a grade of C or better

◆ Economics 201

*Prerequisites ECON 101, 102 and MATH 135

◆ Human Services 205

*Prerequisites: UTC Math Placement Level 20 or equivalent

◆ Psychology 201/204

*Prerequisites: UTC Math Placement Level 20 or MATH 106, PSY 101 or equivalent

*Co-requisite: PSY 204

◆ Sociology 250

*Two years of high school algebra and UTC Placement Level 20 or MATH 106 with a minimum grade of C

◆ Exercise Science 401

*Prerequisites: Equivalent of HHP 201, 317, 332, UTC Math Placement Level 20 or MATH 106 with minimum grade of C

◆ Engineering 222

*Prerequisites: MATH 161/162

3. Natural Sciences (7-8 hours)

Lab Courses:

◆ Astronomy 101/181

*Prerequisites: UTC Math Placement Level 20 or MATH 106 equivalent

◆ Astronomy 102/182

*Prerequisites: Two years of high school algebra or MATH 106

*Co-requisite: Astronomy 101

◆ Biology 119

*Prerequisites: UTC Math Placement Level 20

◆ Biology 121

*Prerequisites: UTC Math Placement Level 15 or MATH 105 or equivalent

◆ Biology 122

*Prerequisite: BIOL 121 with a grade of C or better

◆ Biology 210

*Prerequisite: CHEM 121/123 or equivalent

◆ Chemistry 119

*Prerequisite: UTC Math Placement Level 20

◆ Chemistry 121/123

*Prerequisites: UTC Math Placement Level 20 or MATH 106 or equivalent

◆ Chemistry 122/124

*Prerequisites: CHEM 121 or 125 with a minimum grade of C, UTC Math Placement Level 30 or MATH 131 or 144

◆ Chemistry 125

◆ Chemistry 168/170

*Prerequisites; CHEM 121/123 or 125 with minimum grade of C

◆ Environmental Science 150

*Prerequisites: UTC MATH Placement level 15 or MATH 105 or equivalent

◆ Environmental Science 151

*Prerequisite: Environmental Science 150 with a grade of C or better

◆ General Science 111/181

*Prerequisite: 2 units of college preparatory mathematics or MATH 106

◆ Geology 111/181

*Prerequisites: UTC MATH Placement Level 20 or MATH 106

◆ Geology 112/182

*Prerequisite: GEOL 111

◆ Physics 103/183

*Prerequisite: 3 units of college preparatory mathematics or MATH 105 or equivalent

◆ Physics 104/184

*Prerequisite: Physics 103/183

◆ Physics 119

*Prerequisite: UTC MATH Placement Level 20

◆ Physics 230/280

*Prerequisites: MATH 161/162

◆ Physics 231/281

*Prerequisites: Engineering 103 and 104, or Physics 103/183 and 104/184, or Physics 230/280, MATH 151/152 and MATH 161/162

Non Lab Courses

◆ Astronomy 101

*Prerequisite: UTC MATH Placement Level 20 or MATH 106

◆ Biology 110

◆ Chemistry 111

◆ Engineering 211

◆ Environmental Science 110

◆ General Science 115

*Prerequisites: Two units of college preparatory mathematics or MATH 106

◆ Geology 116

*Prerequisite: UTC MATH Placement Level 20 or equivalent college math course

◆ Geology 225

◆ University Honors 120

4. Humanities and fine Arts; Cultures and Civilizations (15 hours)

Humanities Courses:

◆ Classics 310

◆ Classics 396

◆ Computer Science 385

*Prerequisites: CPSC110 or 150, ENG 277 or 278 with grade of C or better

◆ English 131

◆ English 133

◆ English 211

◆ English 212

◆ English 213

◆ English 214

◆ English 219

◆ English 257

◆ English 307

*Prerequisite: ENG 122

- ◆ English 331
- *Prerequisite: ENG 122
- ◆ English 335
- ◆ History 203
- *Prerequisite: ENGL 122
- ◆ History 204
- *Prerequisite: ENGL 122
- ◆ History 310
- ◆ Human Ecology 325
- ◆ Humanities 219
- ◆ Humanities 257
- ◆ Humanities 335
- ◆ Philosophy 201
- ◆ Philosophy 221
- ◆ Philosophy 325
- ◆ Philosophy 425
- ◆ Religion 103
- ◆ Religion 110
- ◆ Religion 213
- ◆ Religion 221
- ◆ Religion 222
- ◆ Religion 236
- ◆ University Honors 214

Fine Arts Courses

- ◆ Art 111
- ◆ Art 214
- ◆ Art 215
- ◆ Art 301
- ◆ Music 111
- ◆ Music 317
- ◆ Music 320
- *Prerequisite: ENGL 122
- ◆ Theatre and Speech 111
- ◆ Theatre and Speech 113
- ◆ Theatre and Speech 115
- ◆ Theatre and Speech 255
- *Prerequisite: THSP 151
- ◆ Theatre and Speech 257
- *Prerequisite: THSP 151
- ◆ Theatre and Speech 280
- ◆ Theatre and Speech 457
- ◆ University Honors 103
- ◆ University Honors 104
- ◆ University Honors 105

- ◆ University Honors 106

5. Cultures and Civilizations (9 hours)

Western Humanities I & II Courses (6 hours):

- ◆ Classics 113
- ◆ English 113
- ◆ English 203
- ◆ Philosophy 101
- *Prerequisite: ENGL 121
- ◆ Philosophy 113
- ◆ University Honors 101

Western Humanities II Courses:

- ◆ English 115
- ◆ English 204
- ◆ Philosophy 102
- ◆ Philosophy 115
- ◆ University Honors 102

Non Western Cultures and Civilizations Courses (3 hours):

- ◆ Anthropology 208
- ◆ Anthropology 311
- ◆ Anthropology 333
- ◆ English 316
- ◆ Geography 103
- ◆ Human Ecology 333
- ◆ Humanities 311,
- ◆ Music 311
- ◆ Political Science 104
- ◆ Religion 211
- ◆ Religion 320
- ◆ University Honors 216
- ◆ University Honors 217
- ◆ University Honors 218
- ◆ University Honors 219

World Civilizations I, II, & III Courses:

- ◆ History 103
- ◆ History 104
- ◆ History 105

6. Behavioral and Social Sciences (6 hours)

- ◆ Anthropology 152
- ◆ Anthropology 211
- ◆ Communication 320

*Prerequisite: COMM 101

- ◆ Criminal Justice 110
- ◆ Criminal Justice 295
- ◆ Economics 101
- ◆ Economics 102
- ◆ Exercise Science 407
- ◆ Geography 104
- ◆ Human Ecology 340
- ◆ Human Services 101
- ◆ Political Science 101
- ◆ Political Science 102
- ◆ Political Science 103
- ◆ Psychology 101
- ◆ Psychology 241
- ◆ Social Work 210
- ◆ Sociology 125
- ◆ Sociology 151
- ◆ Sociology 215
- ◆ Sociology 220
- ◆ University Honors 315

*Prerequisite: UHON 214

- ◆ University Honors 316

*Prerequisites: UHON 214 & 315

- ◆ University Studies 200

General Education Student Learning Outcomes

Specific student learning outcomes are associated with each one of the 6 general education categories of study. Table A presents the competencies for each one of the areas of study.

TABLE A – GENERAL EDUCATION COMPETENCIES

CATEGORY	LEARNING OUTCOMES			
Rhetoric and Composition	Read accurately and critically and to recognize assumptions, implications, and the differences between fact and opinion, and summarize and evaluate ideas	Write using the convention of standard written English, including correct spelling, sentence structure, grammar and punctuation, as well as to carefully proof and edit written communications		
Cultures and Civilizations: Western Humanities	Demonstrate an understanding for the great ideas, creative achievements, and modes of thinking in the western world from ancient times to the present	Analyze great works in the western artistic, literary, musical, religious, and philosophical tradition		
Cultures and Civilizations: Non Western Cultures and Civilizations	Understand the religions, histories, and philosophies of Western and non-Western cultures and their relationships to political, social, economic, aesthetic values, and choices	Explore similarities and differences in the modes of thinking, world views, and cultural contexts of events in Non-Western and Western cultures	Analyze the ways through which Non-Western cultures have influenced Western thought and society	
Cultures and Civilizations: World Civilizations	Identify the social, religious, political, economic, scientific, technological, and esthetic characteristics of the world's major civilizations	Recognize the influence of such global movements as the agricultural revolution, disease, climate, imperialism, and colonization, on the development of civilization		
Humanities and Fine Arts	Appreciate and understand the humanities and fine arts within an historical context	Understand the relationship between significant creative expression and society, politics, and everyday life	Discuss, objectively, human values and moralities, and how systems of beliefs infuse all inquiry	Demonstrate critical analysis and appreciative awareness in both written and oral forms

Behavioral and Social Sciences	Recognize, describe, and explain social institutions, structures, values, processes, and the complexities of a global culture and a diverse society	Explore the relationship between individuals and society as it affects personal behavior, group and family relations, and community life	Understand the methods social and behavioral scientists use to explore phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical and interpretive analysis	Apply social and behavioral science theories and research
Natural Sciences	Understand the contributions of scientists to our understanding of the physical world within an historical perspective	Understand the role of imagination and reasoning in the development of scientific thought	Recognize societal issues arising from scientific and technological developments	Demonstrate knowledge, skills, and analytical thought regarding concepts and methods in the natural sciences
Mathematics and Statistics	Investigate and solve quantitative problems, including problems in context, requiring logical thinking and the recognition of patterns using appropriate technology,	Understand and apply quantitative concepts such as number sense, data collection and analysis, abstract symbols, variables, relationships and rates of change, distribution, graphs, and the properties of geometric shapes	Employ mathematical reasoning skills to consider phenomena from the world around us	

Assessing the General Education Program

The General Education assessment process at The University of Chattanooga will have 2 components: The General Education Course Recertification Process and the Assessment of Student's Attainment of Competencies. The General Education Course Recertification Process is the responsibility of the General Education Committee. Assessment of the students' attainment of the general education competencies will be the responsibility of the General Education Assessment Committee.

The General Education Course Recertification Process

The General Education Committee. Ten faculty and one student plus as ex officio the Associate Provost for Undergraduate and Special Programs comprise this faculty appointed Committee. The General Education Committee serves as a venue for discussions regarding the philosophy of general education at UTC and for having a general education program that remains responsive to the needs of students. Through its responsibilities, the Committee ensures that general education courses address the goals of the General Education Program. The responsibilities of the committee are as follows:

- ◆ Certify new courses for general education
- ◆ Monitor existing general education courses
- ◆ Make recommendations concerning the content and structure of general education
- ◆ Review practices regarding the transferability of general education credit for all post baccalaureate students, additional degree seeking students, and transfer students
- ◆ Receive appeals from students concerning transferability of general education credit after review by the appropriate department

The Course Recertification Process. The description of the general education recertification process is presented in Appendix A. Courses certified as general education must undergo recertification every five years. The General Education Committee reviews the coursework undertaken in certified courses in order to determine the extent to which this content supports established general education competencies. Degree programs that offer general education courses are required to submit course materials, including syllabi, examinations, quizzes, assignments, etc to the General Education Committee for review. The Committee reviews these materials using a recertification evaluation form (see Appendix B). Each recertification evaluation form corresponds to a particular general education category of study and contains all the conventional guidelines for the category to which it is related. Courses that do not demonstrate linkage between coursework and general education goals and competencies are either placed on probation or decertified.

Courses with minimal deficiencies in meeting the general education standards are placed on probation. Following a decision of probation the Chair of the General Education Committee informs the Head of the department where the course is housed that the materials must be resubmitted showing correction of the concerns by November 1, of that year. Failure to resubmit the materials by the specified time results in decertification. The decision for probation is included in the recertification schedule (see Appendix C).

Courses with deficiencies beyond a minimal level constitute grounds for decertification. Following a decision to decertify the Chair of the General Education Committee informs both the Head of the department where the course is housed and the University Registrar in the Office of Records and Registration of the decision. The department where decertified courses are located may submit new proposals for general education certification. The proposal must meet the standards established for certifying a course for general education (see Appendix D). **A decertified course that fails to receive certification by January 15 of the year subsequent to the year of decertification will be removed from the list of certified courses effective the following year.** The Chair of the General Education Committee will inform both the Head of the involved department and the University Registrar of the decision to remove the course from the list of certified general education courses. The decision to decertify is included in the recertification schedule (see Appendix C).

Assessment of the Students' Attainment of the General Education Competencies

The General Education Assessment Committee. Students' attainment of general education competencies will be assessed by the General Education Assessment Committee. This will be an administrative committee. Membership of the committee shall include 2 representatives from the General Education Committee who are selected by the Chair of the General Education Committee. The Committee shall be responsible for the oversight of students' attainment of general education learning outcomes. The Committee will administer the assessment process. The Committee shall act in the following areas:

1. Assess attainment of learning outcomes
2. Identify, develop and/or secure measures of general education competencies
3. Analyze the data collected from the various measures
4. Complete the Assessment of Learning Outcomes Attainment (ALOA) form (see Table B)
5. Use the results of the assessment to determine general education categories of study where students are not attaining the competencies
6. Obtain plans that identify corrective action to improve outcome results in their areas from Departments that house courses in categories of study where students failed to attain expected learning outcomes
7. Prepare an annual general education assessment report that will include at a minimum a report from the General Education Committee on the results of the recertification procedure, the results from the assessment of student learning outcomes, the categories of study that need to take corrective action, and the corrective action plans of appropriate departments
8. Distribute the final report to the Chancellor, Department Heads, Faculty Senate, and Board of Directors

Assessment of Learning Outcomes Attainment (ALOA) Form. This graphic depiction of assessment results will be completed on an annual basis and included in the annual general education assessment report. The form reports for each general education category of study educational competencies, measures of the competencies, criteria of success, assessment results and use of the results. The form is presented in Table B.

TABLE B – ALOA Form

ASSESSMENT OF LEARNING OUTCOMES ATTAINMENT
General Education Program
Date:

Category of Study	Competence	Multiple Measures	Criteria of Success	Assessment Results	Use of Results
Rhetoric and Composition	Students will be able to read accurately and critically and to recognize assumptions, implications, and the differences between fact and opinion, and summarize and evaluate ideas	Students' success rate on the reading test of either the Collegiate Assessment of Academic Proficiency (CAAP) or the Measure of Academic Proficiency and Progress (MAPP) test	___% of students taking CAAP or MAPP test will score in the ___ percentile on the reading test		
		Students' rating of the learning activities of analyzing and synthesizing on the National Survey of Student Engagement (NSSE)	80% of students will rate their experiences with the learning activities of analyzing and synthesizing in the upper ranges of the assessment scale		

Rhetoric and Composition	Students will write using the convention of standard written English, including correct spelling, sentence structure, grammar and punctuation, as well as to carefully proof and edit written communications	Students' success rate on the writing essay test of either the Collegiate Assessment of Academic Proficiency (CAAP) or the Measure of Academic Proficiency and Progress (MAPP) test	___of students taking the selected test will score in the ___percentile on the writing essay test		
		Students' rating of their experience with writing on the National Survey of Student Engagement (NSSE)	80% of students will report that their experience at UTC contributed very much to their knowledge and skills in writing clearly and effectively		
Cultures and Civilizations: Western	Demonstrate an understanding for the great ideas, creative achievements, and modes of thinking in the western world	TBD	TBD		

Humanities	from ancient times to the present	TBD	TBD		
Cultures and Civilizations: Western Humanities	Analyze great works in the western artistic, literary, musical, religious, and philosophical tradition	TBD	TBD		
		TBD	TBD		
Cultures and Civilizations: Non Western Cultures and Civilizations	Understand the religions, histories, and philosophies of Western and non-Western cultures and their relationships to political, social, economic, aesthetic values, and choices	TBD	TBD		
		TBD	TBD		
Cultures and Civilizations: Non Western Cultures and Civilizations	Explore similarities and differences in the modes of thinking, world views, and cultural contexts of events in Non-Western and Western cultures	TBD	TBD		
		TBD	TBD		
Cultures and Civilizations: Non Western Cultures and Civilizations	Analyze the ways through which Non-Western cultures have influenced Western thought and society	TBD	TBD		
		TBD	TBD		
Cultures and Civilizations: World Civilizations	Identify the social, religious, political, economic, scientific, technological, and esthetic characteristics of the world's major civilizations	TBD	TBD		
		TBD	TBD		

Cultures and Civilizations: World Civilizations	Recognize the influence of such global movements as the agricultural revolution, disease, climate, imperialism, and colonization, on the development of civilization	TBD	TBD		
		TBD	TBD		
Humanities and Fine Arts	Appreciate and understand the humanities and fine arts within an historical context	TBD	TBD		
		Students rating of their exposure to the humanities and fine arts on the NSSE	80% of students will report attending an art exhibit, play, dance, theater, or other performance sometimes		
Humanities and Fine Arts	Understand the relationship between significant creative expression and society, politics, and everyday life	TBD	TBD		
		TBD	TBD		
Humanities and Fine Arts	Discuss, objectively, human values and moralities, and how systems of beliefs infuse all inquiry	TBD	TBD		
		TBD	TBD		
Humanities and Fine Arts	Demonstrate critical analysis and appreciative awareness in both written and oral forms	TBD	TBD		
		Students' rating of the learning activities of analyzing and synthesizing on the	80% of students will rate their experiences with these activities in the upper ranges of the		

		National Survey of Student Engagement (NSSE)	assessment scale		
Behavioral and Social Sciences	Recognize, describe, and explain social institutions, structures, values, processes, and the complexities of a global culture and a diverse society	TBD	TBD		
		TBD	TBD		
Behavioral and Social Sciences	Explore the relationship between individuals and society as it affects personal behavior, group and family relations, and community life	TBD	TBD		
		TBD	TBD		
Behavioral and Social Sciences	Understand the methods social and behavioral scientists use to explore phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical and interpretive analysis	TBD	TBD		
		TBD	TBD		
Behavioral and Social Sciences	Apply social and behavioral science theories and research	TBD	TBD		
		TBD	TBD		
Natural Sciences	Understand the contributions of scientists to our understanding of the physical world within an historical perspective	Students' success rate on the science test of either the Collegiate Assessment of Academic Proficiency	____% of all students taking the science test of either the CAAP or the MAAP will score in the __ percentile		

		(CAAP) or the Measure of Academic Proficiency and Progress (MAPP) test			
		TBD	TBD		
Natural Sciences	Understand the role of imagination and reasoning in the development of scientific thought	Students' success rate on the science test of either the Collegiate Assessment of Academic Proficiency (CAAP) or the Measure of Academic Proficiency and Progress (MAPP) test	___% of all students taking the selected test will score in the ___percentile on the science test		
		TBD	TBD		
Natural Sciences	Recognize societal issues arising from scientific and technological developments	Students' success rate on the science test of either the Collegiate Assessment of Academic Proficiency (CAAP) or the Measure of Academic Proficiency and Progress (MAPP) test	___% of all students taking the selected test will score in the ___ percentile on the science test		

		TBD	TBD		
Natural Sciences	Demonstrate knowledge, skills, and analytical thought regarding concepts and methods in the natural sciences	Students' success rate on the science test of either the Collegiate Assessment of Academic Proficiency (CAAP) or the Measure of Academic Proficiency and Progress (MAPP) test	___% of all students taking the selected test will score in the ___ percentile on the science test		
		TBD	TBD		
Mathematics and Statistics	Investigate and solve quantitative problems, including problems in context, requiring logical thinking and the recognition of patterns using appropriate technology,	Students' success rate on the Math test of either the Collegiate Assessment of Academic Proficiency (CAAP) or the Measure of Academic Proficiency and Progress (MAPP) test	___% of all students taking either the CAAP or MAAP will score in the ___ percentile on the Mathematics test		
		Students' rating of the extent to which their	70% of the students taking the NSSE will report that		

		experience at UTC contributed to their knowledge and skills in analyzing quantitative problems on the National Survey of Student Engagement (NSSE)	their experience at UTC contributed quite a bit to their knowledge and skill in analyzing quantitative problems		
Mathematics and Statistics	Understand and apply quantitative concepts such as number sense, data collection and analysis, abstract symbols, variables, relationships and rates of change, distribution, graphs, and the properties of geometric shapes	Students' success rate on the Math test of either the Collegiate Assessment of Academic Proficiency (CAAP) or the Measure of Academic Proficiency and Progress (MAPP) test	_ % of all students taking either the CAAP or MAAP test will score in the ___percentile on the mathematics test		
		Students' rating of the extent to which their experience at UTC contributed to their knowledge and skills in analyzing quantitative problems on the National Survey of Student Engagement (NSSE)	70% of the students taking the NSSE will report that their experience at UTC contributed quite a bit to their knowledge and skill in analyzing quantitative problems		

Mathematics and Statistics	Employ mathematical reasoning skills to consider phenomena from the world around us	Students' success rate on the Math test of either the Collegiate Assessment of Academic Proficiency (CAAP) or the Measure of Academic Proficiency and Progress (MAPP) test	___ % of all students taking either the CAAP or MAAP test will score in the ___percentile on the mathematics test		
		Students' rating of the extent to which their experience at UTC contributed to their knowledge and skills in solving complex real-world problems on the National Survey of Student Engagement (NSSE)	70% of the students taking the NSSE will report that their experience at UTC contributed quite a bit to their knowledge and skill in solving complex real-world problems		

Assessment Instruments. Multiple measures will be utilized to determine whether students have attained established general education learning outcomes. These measures will include a standardized test to measure competencies in the general education categories of Rhetoric and Composition, Mathematics and statistics and natural sciences. The National Survey of Student Engagement will be used to measure students' perspectives of their general education experience. The General Education Committee found that the available standardized tests did not sufficiently measure the competencies in the general education categories of Cultures and Civilizations, Humanities and Fine Arts and Social and Behavioral Sciences. The Committee recommends that the General Education Assessment Committee assume responsibility for engaging faculty in these areas in developing measures of these competencies. A capstone course to serve as an additional measure of students' attainment of learning outcomes is to be developed by members of the General Education Committee. A subcommittee undertook this responsibility during this (2006-2007) academic year.

The Delphi Technique. One procedure for developing a test to measure competencies in the general education categories that are inadequately measured by the standardized tests is the Delphi Technique. This technique will be used to elicit faculty input into developing the test. The General Education Assessment Committee will be responsible for carrying out the Delphi technique and developing the test.

Quality Enhancement

In order to assess quality enhancement of student learning, a sample of freshmen will take the selected standardized test in fall 2007. The scores of the freshmen will be compared with those of graduating seniors. Graduating seniors are expected to improve one standard deviation from the mean score of freshmen.

Implementation Plan

Assessment of students' learning outcomes will begin in fall of 2007. The tasks, deadlines, and responsible persons are presented in Table C. The success of the assessment plan depends on adherence to the deadlines in the implementation plan. The first task is the appointment of the General Education Assessment Committee. This Committee will have oversight responsibility for implementing the assessment plan.

**TABLE C ASSESSMENT OF LEARNING OUTCOMES ATTAINMENT
IMPLEMENTATION PLAN**

TASKS	DEADLINE	RESPONSIBLE PERSON
Appoint the members of the General Education Assessment Committee	June 2007	Chancellor
Appoint Chair of the General Education Assessment Committee	June 2007	Chancellor
Develop a budget	July 2007	Chair of Assessment Committee
Determine the percentage levels on the standardized test that will indicate		Assessment Committee

students' success in attaining the competencies measured by the tests		
Purchase the appropriate tests	July 2007	Chair of the Assessment Committee
Administer the appropriate test to freshmen	August – 2007	Chair Assessment Committee
Initiate Delphi Technique to develop the test for all competencies that are not measured by the standardized test	September 2007	Chair Assessment Committee
Administer the appropriate tests to graduating Seniors	March 2008	Chair Assessment Committee

Analysis of Transfer Student Data

Transfer student data will be broken out and analyzed separately and then compared with the data of non transfer students.

Resources

Administration of the General Education assessment plan will require financial resources. Both the MAPP and the NSSE must be purchased. Equipment maybe needed. Data from the test must be entered into a statistical program for analysis. The final report should be distributed to the Chancellor, Department Heads, the Faculty Senate, and the Board of Trustees.

Appendix A

Timeline and Responsibilities

The Gen Ed Course re-certification process begins in August as soon as the General Education Committee Chair is selected. The process is initiated by the Chair sending a letter to all affected Department Heads describing the re-certification process and requesting support. The remaining process is outlined in Table I.

Table I: Re-certification Process Timeline

Time Period	Action	Responsible Party
August	Send letter to Department Chairs providing information on and requesting support for Gen Ed Course Re-certification process	Gen Ed Committee Chair
August – Early Sept.	Assign Gen Ed Committee Members Gen Ed Course re-certification responsibilities	Gen Ed Committee Chair

Early September	Send letter to Department Chairs reminding them of the Gen Ed Course Re-certification material needs and deadline	Gen Ed Course Re-cert Liaison
Fall Semesters	Course instructors made aware of material needs for supporting the Gen Ed Course Re-cert Process and provide materials to the respective Dept. Chair	Dept. Chairs of Re-cert Courses
Mid October	Send letter to Department Chairs reminding them of the Gen Ed Course Re-certification material needs and deadline	Gen Ed Course Re-cert Liaison
December	Provide Gen Ed Course Re-cert Liaisons requested materials	Dept. Chairs of Re-cert Courses
Early January	Ensure received all necessary materials to review Gen Ed course for re-certification If not follow-up with respective Dept. Chair	Gen Ed Course Re-cert Liaison
January to March	Present Gen Ed course to Gen Ed Committee for re-certification	Gen Ed Course Re-cert Liaison
Early April	Update Re-certification Status Spreadsheet Notify Department Chairs of Re-certification Status	Gen Ed Committee Chair

Certifying a Course for General Education

Proposed – Rev 4

A proposal to certify a course for General Education is to include:

1. Completed [General Education Course Certification Cover Sheet](#);
2. Catalog description, including credit hours, prerequisites and corequisites;
3. Description of how this course fulfills each of the [category guidelines](#) for general education, as follows:
 - a. Please state each guideline, followed by a specific explanation that includes relevant references to course content;
 - b. With regard to the guideline pertaining to the writing component, please describe the nature of the writing assignments and the percent of the course grade based on these assignments.
4. Model syllabus, including:
 - a. All items listed in the [standard syllabus](#);

- b. A description of the course content that reflects the scope and depth of the material to be taught and the order of presentation (not necessarily a day-by-day calendar);
 - c. A statement identifying the course as a general education course in the appropriate category;
 - d. A description of course objectives that clearly reflect the general education guidelines for this category;
 - e. Specific references to methods and/or assignments used to satisfy the general education writing requirement for this category and a statement of the relative weight given to these activities.
5. A description of how your department plans to ensure that all instructors adhere to the general education guidelines for this course.
 Recommendations: supply all instructors with the approved general education course proposal containing the above four items; establish beginning-of-the-semester meetings of instructors to discuss ideas and exchange useful materials related to general education guidelines; establish a standard syllabus for the course that includes the general education guidelines and references to course content that fulfills these guidelines; hold “post-mortems” on how well sections have adhered to general education guidelines, including examinations of tests, assignments, and so on.
6. A description of how your department plans to document that students have achieved the goals set forth in the general education guidelines. Departments need to provide the General Education Committee with this documentation during the recertification process (about once every five years), not only for the purpose of recertification but also to satisfy criteria for SACS accreditation. Departments are strongly encouraged to make these materials accessible to instructors of the course and use these materials for internal assessments.*
7. A description of how your department plans to use assessment results (see #6) to improve this course.
Suggestions: monitoring for similar expectations among instructors; analysis of similarities and differences among instructors; identification and sharing of exemplary course materials and designs; and clarification of course goals and objectives.
- * Typically, departments keep general education course files with a folder for each instructor. Each instructor’s folder needs to include:
- a. a syllabus that meets general education requirements;
 - b. copies of major tests and major quizzes;
 - c. instructions for major assignments, such as projects, final portfolios, oral presentations, research papers, class activities and so on; and
 - d. any other significant course information that illustrates how the course has fulfilled general education guidelines, especially the writing requirement.

Multiple folders for a general education course taught repeatedly by an instructor are appropriate only if the instructor makes significant modifications to the course from one semester to the next.

A [sample proposal](#) and a [sample model syllabus](#) are provided for your information.

Notes

- The committee understands that the model syllabus is representative of syllabi used by individual instructors and that these syllabi may vary somewhat from the model. Likewise, the committee understands that instructors may use different illustrations, examples, etc., to satisfy general education guidelines.
- The General Education Committee welcomes feedback on this process.

General Education Certification Procedure

1. A department may submit a general education course certification proposal at any time during the academic year. A certification is in effect starting with the semester in which it is approved. A proposal submitted after January 15 may not be approved in time for the next year's catalog.
2. A new or significantly modified course must first be approved by the [Curriculum Committee](#) and the Faculty Senate before a proposal for its general education certification is submitted to the General Education Committee.
3. Send the official signed General Education Course Certification Cover Sheet and a hard copy of the general education course certification proposal to the Records Office, to the attention of the Registrar.
4. Submit an electronic version of the proposal, in MS Word or pdf format, to the Chair of the General Education Committee.
5. The Chair of the General Education Committee will inform the submitter regarding the date on which the proposal will be considered by the General Education Committee. A representative of the department making the proposal should attend this meeting. During this process, the chair or the committee may choose to return the proposal for more information.
6. The Chair of the General Education Committee will inform the submitter regarding the Committee's recommendation to the Faculty Senate (either approved or denied) and the date that the committee's recommendation will be considered by the Faculty Senate. **The approval of the Faculty Senate is required for courses to be certified for general education.**

Notes

- *Informing instructors of general education requirements*

If a course is certified for general education, the department is expected to make the approved certification proposal and other appropriate material available to instructors of this course. Instructors need to be aware of departmental expectations regarding the means by which a course is to fulfill general education guidelines. Failure to adhere to these guidelines will jeopardize its recertification. (All general education courses are considered for recertification approximately every five years.)

- *Publication of course certifications*

Certified courses will be listed as such in the next catalog, on the UTC web site listing [certified courses](#), and on RAP sheets, etc.

- *Catalog deadline*

Complete proposals must be submitted to the General Education Committee no later than January 15 if the submitter intends for the course to be listed as certified for general education in the next catalog.

Proposed changes to the cover sheet

1. Modify title: General Education Course Certification Cover Sheet

2. Update list of Gen Ed categories:
 - Rhetoric and Composition (RC)
 - ~~Oral Communication (OC)~~
 - Mathematics (MA)
 - Statistics (ST)
 - Natural Sciences-Lab (SL)
 - Natural Sciences-Nonlab (NS)
 - Humanities (HU)
 - Fine Arts (FA)
 - Western Humanities (WH1 or WH2)
 - Nonwestern (NW)
 - World Civilizations (WC1, WC2, or WC 3)
 - Behavioral/Social Sciences (SS)
 - ~~Intensive Writing (IW)~~
 - ~~Computer Literacy (CL)~~

Proposed changes to the on-line category guidelines:

Doublecheck the online guidelines against the official Green Book guidelines. I think there's a problem here.
Fix typos.
Make sure titles are correct.
Include official abbreviations for each category.

Proposed changes to webpage with standard syllabus:

Standard Syllabus

The general faculty urges all instructors to distribute syllabi containing, at a minimum, the following information. The General Education Committee requires that all general education course syllabi contain this information.

Instructor Information

- Name
- Office Hours
- Office Phone
- Email address

Course Information

- Number
- Title
- Number of Credit Hours
- Catalog Description
- Prerequisites and Corequisites
- Course objectives

At a minimum, be sure to include objectives that address all guidelines of the General Education category for which the course is certified.

Other Information

- Attendance policy
- Evaluation procedures and grading scale
- Textbook
- ADA Statement regarding reasonable academic accommodations for students with disabilities. Sample statement: If you are a student with a disability (e.g., physical, learning, psychiatric, vision, hearing) and think you might need special assistance or special accommodations in this class or any other class, call the Office for Students with Disabilities (425-4006) or go by that office at 110 Frist Hall.

Appendix B

General Education

Natural Sciences Course Recertification Evaluation Form

*****Complete one evaluation form for each course section being reviewed*****

Course #: _____ **Year/Semester Offered:** _____

Course Instructor: _____

1. Place a check (√) in the appropriate box if the guideline is supported by the given material.
2. Place a check (√) in Evaluation box
 - 1 if material support as given is inadequate
 - 2 if material support as given is adequate
 - 3 if material support goes over and above guideline

	Guideline	Supporting Material					Evaluation		
		Syllabus	Exams	Quizzes	Major Assignmts	Other	1	2	3
1	Cultivate understanding of scientific methods of thought & views of achievements								
2	Focus on theories and discoveries fundamental to current scientific reality								
3	Develop historical perspective – includes contributions of scientists								
4	Emphasize demand for evidence as the ultimate test of scientific validity								
5	Promote understanding of roles of imagination and logic in scientific thought								
6	Analyze advantages/limitations of empirical approaches								
7	Give appropriate attention to societal issues of scientific and tech developments								
8	Use appropriate technology to aid in understanding of principles and problems								
9	Include a writing component = 1/5 of grade (English and symbols)								
10	Lab component*: demonstrations of significant concepts; experience methods and technology; practice								

development of independent thought processes									
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* only applicable to courses with Laboratory component.

Discussion: _____

General Education

Mathematics and Statistics Course Recertification Evaluation Form

*****Complete one evaluation form for each course section being reviewed*****

Course #: _____ **Year/Semester Offered:** _____

Course Instructor: _____

1. Place a check (√) in the appropriate box if the guideline is supported by the given material.
2. Place a check (√) in Evaluation box
 - 1 if material support as given is inadequate
 - 2 if material support as given is adequate
 - 3 if material support goes over and above guideline

Guideline	Supporting Material					Evaluation		
	Syllabus	Exams	Quizzes	Major Assignmts	Other	1	2	3
1 Develop a variety of quantitative problem solving strategies requiring logical thinking and persistence								
2 Emphasize basic quantitative concepts (ex: data collection, use of abstract symbols)								
3 Develop mathematical /statistical models of phenomena from the world								
4 Cultivate the use of mathematical reasoning skills								
5 Develop a sense of the nature of proof and its role in mathematical thinking, explore strengths/limitations of math and stats								
6 Foster appreciation for historical, logical, intuitive aspects of development of math/stats concepts								
7 Communicate using appropriate math/stats vocabulary and notation								
8 Include appropriate computational and procedural skills								
9 Use appropriate technology to aide understanding of math principles and solutions of math problems								
10 Prerequisite = Math Placement Level 20 or equivalent								
11 Include a writing component = 1/5 of grade. (use of English and symbols)								

12	Stats: include development of underlying axioms of probability & stats applications								
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Discussion: _____

General Education
Humanities and Fine Arts Course Recertification Evaluation Form

*****Complete one evaluation form for each course section being reviewed*****

Course #: _____ **Year/Semester Offered:** _____

Course Instructor: _____

1. Place a check (√) in the appropriate box if the guideline is supported by the given material.
2. Place a check (√) in Evaluation box
 - 1 if material support as given is inadequate
 - 2 if material support as given is adequate
 - 3 if material support goes over and above guideline

Guideline	Supporting Material					Evaluation		
	Syllabus	Exams	Quizzes	Major Assignmts	Other	1	2	3
1 Writing component = ½ grade (Hum) Writing component = 1/5 grade (Fine Art)								
2 Hold human experience as center of concern								
3 Concentrate on significant or influential events/works								
4 Explore human activities as expression of the time/place in which they occur								
5 Illuminate relationship between creative expression and society, politics, life								
6 Provide awareness and explanation of human values/moralities/beliefs								
7 Develop potential for creativity, critical analysis, awareness—in written & oral form								

Discussion: _____

General Education

Rhetoric and Composition Course Recertification Evaluation Form

*****Complete one evaluation form for each course section being reviewed*****

Course #: _____ **Year/Semester Offered:** _____

Course Instructor: _____

1. Place a check (√) in the appropriate box if the guideline is supported by the given material.
2. Place a check (√) in Evaluation box
 - 1 if material support as given is inadequate
 - 2 if material support as given is adequate
 - 3 if material support goes over and above guideline

	Guideline Provide students opportunities to...	Supporting Material					Evaluation		
		Syllabus	Exams	Quizzes	Major Assignmts	Other	1	2	3
1	Write complete well-crafted essays—use outlines, minimal mechanical problems								
2	Communicate ideas verbally within a group								
3	Develop habits of using correct spelling and careful proofing and editing								
4	Recognize mechanical problems								
5	Recognize language distortions (clichés, wordiness, mixed metaphor, etc.)								
6	Understand/use at least 2 library indexes to identify/locate periodical articles								
7	Read, comprehend, and summarize ideas found in essays and articles								
8	Compose, revise, and spell-check papers using a word processor								

Discussion: _____

General Education
Cultures and Civilizations Course Recertification Evaluation Form

*****Complete one evaluation form for each course section being reviewed*****

Course #: _____ **Year/Semester Offered:** _____

Course Instructor: _____

1. Place a check (√) in the appropriate box if the guideline is supported by the given material.
2. Place a check (√) in Evaluation box
 - 1 if material support as given is inadequate
 - 2 if material support as given is adequate
 - 3 if material support goes over and above guideline

Guideline	Supporting Material					Evaluation		
	Syllabus	Exams	Quizzes	Major Assignmts	Other	1	2	3
1 Writing component = 1/3 grade								
2 Hold human experience as center of concern								
3 Concentrate on significant or influential events/works								
4 Explore human activities as expression of the time/place in which they occur								
5 Illuminate relationship between creative expression and society, politics, life								
6 Provide awareness and explanation of human values/moralities/beliefs								
7 Develop potential for creativity, critical analysis, awareness—in written & oral form								
8 Nonwestern courses in Option (i) have Western Humanities I as prerequisite								

Discussion: _____

Behavioral and Social Sciences Course Recertification Evaluation Form

*****Complete one evaluation form for each course section being reviewed*****

Course #: _____ **Year/Semester Offered:** _____

Course Instructor: _____

1. Place a check (√) in the appropriate box if the guideline is supported by the given material.
2. Place a check (√) in Evaluation box
 - 1 if material support as given is inadequate
 - 2 if material support as given is adequate
 - 3 if material support goes over and above guideline

	Guideline	Supporting Material					Evaluation		
		Syllabus	Exams	Quizzes	Major Assignmts	Other	1	2	3
1	Include a writing component (at least 1/3 of grade)								
2	Address implicit and explicit values guiding research								
3	Evaluate theories, methods, findings, and applications or research								
4	Acknowledge context or setting of research								
5	Consider contemporary issues and effects on individuals/society								
6	Examine impact of research on major contemporary issues								
7	Explore individual and group values								
8	Analyze advantages /limitations of empirical approaches to understanding and influencing human condition								
9	Use appropriate technology to understand human behavior								

Discussion: _____

