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General Education, Program Review, Section 1

Chair's Summary Statement about the State of the Program

Chair Summary:

General Education at Mid-America Christian University is critical to the success of students across the university. Gen Ed courses provide the foundation on which students build their knowledge and skill bases in their degree programs. To this end, the leadership of the general education programs across the university - Dr. J Hall, Chair of ASAS; Trina Arnold, Program Director for AA / Gen Ed for CAGS; and Chet Horn, Chair of the School of General Education - work closely with stakeholders across MACU to develop, implement, and assess a program designed to best meet the needs of our students across modalities.

The Gen Ed program has experienced stability in leadership over the last three years. Dr. Hall has been Chair of the CAGS program since 2015 and oversaw the CAS program from 2013 until this past April when the reins were handed to Mr. Horn. Ms. Arnold has served as Program Director since February of 2016. This stability has allowed us to develop significantly in key areas:

- 1. Unification of the program across CAS and CAGS:** While general education responsibilities are still divided by college, there is a single AA / Gen Ed program across the university. The program expectations, course objectives, and outcomes and assessment tools are the same. This allows for greater comparison of CAS and CAGS student populations and modalities, as well as providing for greater sharing of adjunct faculty. Additionally, students from either college can take courses in any modality.
- 2. Revision of the University Core:** Prior to the 16/17 Academic Year, students were required to take 58 hours of courses to complete the University Core. This put MACU Gen Ed requirements among the highest of schools in our region. During the Spring 16 semester, chairs and other stakeholders from both colleges worked to reduce the Core, while still upholding MACU values and adhering to the OK Board of Regents standards. This collaboration led to the current 46-hour University Core.
- 3. Increased online offerings for CAS:** Over the last three years, 8-week online versions of many Gen Ed courses have been developed to provide a less-accelerated version of these classes for traditional students who are taking them as a part of the semester load. Many of these courses utilize the CAGS curriculum, spread out from five to eight weeks.
- 4. Implementation of OER initiative:** With the unification of courses and course expectations, it has been easier to select a single textbook to be used across modalities. Starting in 2015, General Education / AA has led the way in employing open-source textbooks and other materials in courses, saving students hundreds of dollars during the general education courses and making course materials available to every student without cost to them or to the university.

Challenges:

The single greatest challenge facing general education is finding faculty who can teach on ground courses, particularly for CAS. Finding instructors for public speaking and other non-history courses is an annual struggle. The loss of several long-time instructors for CAGS due to HLC credentialing policies created some gaps for CAGS, but those are being met. As Mr. Horn mentions in his summary at the end of this review, the addition of another full-time faculty member would alleviate some of this issue, especially if he or she could teach in multiple disciplines and across both CAS and CAGS modalities.

A second challenge is in the area of preparation. Students, regardless of age or modality, are demonstrating lower levels of preparedness for college-level work, particularly in areas like writing and critical thinking. It is difficult to get students ready for the expectations of their major courses when they are ill-prepared for the courses designed to provide this foundation. Using more entry-level assessment and providing competency-based preparation programs (like My Foundations Lab) may be a strategy for addressing this challenge.

Finally, on-going faculty evaluation and development has proven to be a challenge, again particularly in on ground courses. Initial training in CAGS for all adjunct faculty is strong and monitoring continues to improve, but the next step of ongoing training has yet to be fully implemented. Observation of classroom courses for both CAS and CAGS needs to improve, as does communication and training with these instructors. Mr. Horn's WIG for 18-19 of meeting with all CAS adjunct faculty multiple times during the semester will be a solid step toward improving this communication.

Opportunities:

In spite of the faculty challenges noted above, the bulk of the Gen Ed faculty is strong and committed to our students and the university. This provides us the opportunity to work with them to improve engagement and communication with students, leading to improved student performance and connection to the university. The ASAS WIG for 18-19 involves increasing the use of connective technologies among our faculty to better connect with students, especially those online. We also plan to involve faculty significantly in efforts toward improving retention for general studies / AA students and all students taking general education courses.

Another opportunity for Gen Ed / AA is in the area of competency-based education (CBE) for select courses. The MFL program has demonstrated the possibility and efficacy of CBE for remediation and the next steps in this progression involve developing and implementing a similar approach in Gen Ed courses where this kind of demonstrated competency is possible. Using CBE in general education could potentially reduce the time needed to complete degrees help us ensure students moving from general education into their degree programs are fully ready to do so.

Respectfully submitted, 7.31.18

J Hall, Ph.D., former Chair, School of General Education and Chair, Adult School of Arts and Sciences

Trina Arnold, Program Director Gen Ed / AA, Adult School of Arts and Sciences

Chet Horn, Chair, School of General Education, CAS

Section 5: Final thoughts

CAS General Education Program Review Statement – 2018

Chet Horn

Current Strengths

Based on the End of Course Evaluations, students are generally pleased with the instruction they receive. On the evaluations for the past two semester, a rank of four (highest level of satisfaction) was the most common response to the 12 ranked questions, with very few rankings of two or one (indicating poor satisfaction.)

Current Challenges

The greatest challenge to the general education program at this time is lack of faculty. Most of the suggestions for improvement in the open ended questions in the End of Course Evaluations are in some way related to adjunct/part time faculty. The general education department is heavily dependent on adjuncts, which can result in a number of challenges. It is often difficult to find adjuncts willing to teach just one or two classes. When they can be found, they are often only able to teach in very limited windows of time. This results in courses having to be scheduled at times that are not optimal for students. For this same reason, courses are sometimes switched to online, or the course times are moved after students have enrolled, which students understandably do not appreciate.

Goals for Future

By the next program review, I would like to see at least one additional faculty member devoted to teaching general education courses. Ideally they would be able to teach some combination of Speech, Geography, Political Science, and/or Sociology – all areas of need. This would also reduce the number of overload courses for current faculty, and allow administrative duties to rotate, enabling more attention to teaching. This would also allow more flexibility in course scheduling.

CAGS General Education Program Review Statement – 2018

Trina Arnold

Current Strengths

The implementation of My Foundations Lab (MFL) for students testing in Reading, Writing, and Math during week four of their first class, Success at MACU, has helped the CAGS returning student who needed some remediation in these classes to be able to pass their English and Math classes. The MATH 2503 class also uses MyMathLab which is a software-based program that on-ground and online students both seem to like. Our current part-time faculty has made a difference in classes. There is a solid rotation of good, dedicated part-time faculty who care about our students that are encouraging and helpful. The dedication of each part-time faculty member is reflective in the End of Course Evaluations.

Current Challenges

Our biggest challenge is student retention. The first twelve hours are crucial for keeping our adult students. I think with the change of the financial aid processing and reporting we will see these numbers increase with more students completing their general education courses and moving towards their bachelor degree. The ASAS Coordinator leaving did create a challenge when it came to accurately reporting MFL numbers. Some spreadsheets were not shared, leaving some information lagging in reporting. This information will be updated moving forward.

Goals for the Future

By the next program review, I would like to see the retention numbers of our General Education Program to increase to sixty-five percent. I believe with the solid rotation and current part-time faculty for each class, these numbers should be attainable. Since there has been changes in faculty credentialing with the Higher Learning Commission site visit which has created new opportunities to recruit new part-time faculty, but there are some challenges when it comes to part-time compensation. An increase in part-time faculty compensation would help MACU be more competitive in recruiting and retaining well-qualified part-time faculty members.

General Education, Program Review, Section 2

Program Sheet from Catalog

Section 1: Program Information

University Core Requirements Effective 4/1/16

The purpose of the general education courses is to establish a broad base upon which the student can progressively build his or her continuing education. To achieve this purpose, each student is allowed to build from the following courses the base of general education which will serve him best in the pursuit of knowledge.

The courses listed below constitute the core requirements. The specific requirements of each program are given in the program course outline.

Bible and Theology – 6-12 hours

THEO 1103 Biblical Life and Witness
BINT 1223 Intro to the Bible
BINT 3733 Life and Ministry of Jesus
BINT 3303 Romans
BINT 2303 Survey of Romans
BIOT 1103 Intro to the Old Testament
BINT 1203 Intro to the New Testament
THEO 2303 Intro to Christian Theology

Communication - 9 hours

ENGL 1103 English Composition I*
ENGL 1203 English Composition II*
COMM 1103 Fundamentals of Public Speaking*

U.S. History and Government - 6 hours

POLS 1103 National Government*
HIST 2103 American History I
HIST 2203 American History II

Science - 6 hours plus 1 hour of lab

NATS 1303 Health and Wellness
NATS 2101 Earth Science Lab
NATS 2103 Earth Science
NATS 2201 Biology Lab
NATS 2203 Biology
NATS 2204 Biology with Lab
NATS 2501 Intro. to Meteorology Lab
NATS 2503 Intro. to Meteorology
NATS 2601 Astronomy Lab
NATS 2603 Astronomy
NATS 3401 Ecology for Teachers Lab
NATS 3403 Ecology for Teachers
PHYS 1131 Concepts of Physics Lab
PHYS 1133 Concepts of Physics

Math - 3 hours

MATH 1103 College Math
MATH 1513 College Algebra
MATH 2503 Business Math

Social Sciences - 3 hours

PSYC 1103 Introduction to Psychology
SOC 1103 Introduction to Sociology
SOC 1203 Social Problems

Humanities - 6 hours (must take 3 hours of literature)

ENGL 2103 British Lit. Survey: Middle Ages to Restoration and 18th Century
ENGL 2203 British Lit. Survey: Romantic Period to the Present
ENGL 2303 World Lit. Survey: The Ancient World to the Renaissance
ENGL 2403 World Lit. Survey: Renaissance to the Modern Era
ENGL 2503 American Lit. Survey: Before 1865
ENGL 2603 American Lit Survey: After 1865
HIST 1103 History of World Civilization I
HIST 1203 History of World Civilization II
MUSI 1103 Basic Musicianship
MUSI 1113 Appreciation of Music and Fine Arts
GEOG 2603 Human World Geography
HUMN 2113 The African-American Experience
PHIL 1203 Critical Thinking
PHIL 2103 Introduction to Philosophy and Ethics
SOC 1903 Introduction to Cultural Anthropology

Total 40 - 46 hours

General Studies, A.A.

Effective 4/27/2016

The Associate of Arts in General Studies provides a program for students desiring a general education degree that prepares them for continued study in a four-year degree program. This degree helps students develop skills and knowledge through a broad-based liberal arts curriculum that includes biblical studies and reflects a Wesleyan Christian worldview.

University Core: Specific courses within the University Core are listed on the first page of this catalog section. Please refer to that page for course options.

University Core (40 Hrs)

Bible/Theology (6 hrs)

Communication (9 hrs)

U.S. History and Government (6 hrs)

Science (6 hrs *plus 1 hr of lab*)

Math (3 hrs):

*MATH 1513 College Algebra

Social Sciences (3 hrs):

*PSYC 1103 Introduction to Psychology

Humanities (6 hrs – 3 hrs *must be literature*):

*ENGL 2303 World Literature Survey: The Ancient World to the Renaissance

*GEOG 2603 Human World Geography

*MUSI 1113 Appreciation of Music and Fine Arts

*PHIL 2103 Introduction to Philosophy and Ethics

*These courses are required prerequisites for certain bachelor degree majors. Upon completion of the above courses, corresponding University Core requirements will be satisfied. Students should consult their program course outline for degree-specific University Core requirements. Otherwise, you may choose from the courses listed on the first page of this catalog section. *See the Academic Program Requirements section of this Catalog for additional requirements.*

Orientation (1-3 Hrs)

UNIV 1121 First Year Evangel

OR UNIV 1123 Success at MACU

Electives (19-21 Hrs)

Any Electives

Total University Core	40
Total Orientation	1-3
<u>Electives</u>	<u>19-21</u>
Total Required Hours	62

General Education, Program Review, Section 3

Program Assessment System

General Education Assessment System

General Education outcomes are assessed annually. Typically, outcomes 1-3 are assessed in the Fall and 4-6 in the Spring. This can fluctuate, based on course availability. Outcomes are assessed in both courses where the content is taught (e.g., written communication in English Composition) and in courses where the outcome is used (e.g., written communication in history). This allows for the assessment of the extent to which information or skills learned in a course carry over to other courses.

Faculty in assessed courses provide assessment scores for their students, allowing for assessment to be done by those in the best position to do so. Faculty are provided with assessment rubrics and score sheets and trained in their use. Assessment data for all assessed courses are collected in a single spreadsheet for aggregation and evaluation by program directors and chairs. Once evaluated, decisions are made by these program administrators about specific steps to be taken to address identified needs. These interventions are recorded on the appropriate D3 Form and filed with the Office of Institutional Effectiveness. Scores for each student outcome assessed are also submitted to the OIE for analysis.

General Education, Program Review, Section 4

Program Curriculum Map with PO and SLO explanations

Mid-America Christian University - College of Adult and Graduate Studies - Adult School of Arts and Sciences

Gen Ed / AA Program Curriculum Map		Fund of Public Speaking	English Comp I	English Comp II	Amer Lit: Since 1865	Essay Writing	Creative Writing	Human World Geog	American History II	Business Math	Biology and Lab	Health and Wellness	Intro to Meteorology and Lab	Astronomy and Lab	Critical Thinking	Making of the Modern Mind	National Government	Intro to Sociology	Social Problems	Success at MACU
Program Outcomes	SLOs	COMM 1103	ENGL 1103	ENGL 1203	ENGL 2603	ENGL 2903	ENGL 3703	GEOG 2603	HIST 2203	MATH 2503	NATS 1013/1	NATS 1303	NATS 2503/1	NATS 2603/1	PHIL 1203	PHIL 3203	POLS 1103	SOCI 1103	SOCI 1203	UNIV 1123
1	Apply Christian principles and ethics, through a Wesleyan perspective, to academic, professional, and personal experiences.	1.1 1.2 1.3													1.1 1.2 1.3					
2	Develop effective and audience-appropriate oral, written, and digital communication.	2.1.a 2.1.b 2.1.c 2.2.a 2.2.b 2.2.c 2.3.a 2.3.b 2.3.c	2.2.a 2.2.b 2.2.c					2.3.a 2.3.b 2.3.c	2.1.a 2.1.b 2.1.c											
3	Effectively compile and consume information to apply higher-level thinking for the purpose of acquiring knowledge.	3.1 3.2 3.3	3.1 3.2 3.3										3.1 3.2 3.3							
4	Develop and propose innovative solutions to local and global problems.	4.1 4.2 4.3 4.4																4.1 4.2 4.3 4.4		
5	Collaborate effectively with peers and other stakeholders to achieve goals.	5.1 5.2 5.3 5.4								5.1 5.2 5.3 5.4										
6	Evaluate cultural elements from a global perspective.	6.1 6.2 6.3 6.4													6.1 6.2 6.3 6.4					

SCHOOL OF GENERAL EDUCATION / ADULT SCHOOL OF ARTS AND SCIENCES
ASSOCIATE OF ARTS / GENERAL EDUCATION PROGRAM OUTCOMES
ADOPTED 10.1.13

1. Apply Christian principles and ethics, through a Wesleyan perspective, to academic, professional, and personal experiences.
 - a. Understand Wesleyan perspective of ethics
 - b. Recognize ethical issues
 - c. Apply Wesleyan perspective and concepts to ethical issues
2. Develop effective and audience-appropriate oral, written, and digital communication.
 - a. Written
 - i. Uses appropriate, relevant, and compelling content to illustrate mastery of the subject.
 - ii. Demonstrates skillful use of high quality, credible, relevant sources
 - iii. Uses graceful language that skillfully communicates meaning to readers with clarity and fluency,
 - b. Oral
 - i. Communication is clearly organized
 - ii. Quality of delivery
 - iii. Clear central message
 - c. Digital
 - i. Demonstrates mastery of the use of the medium.
 - ii. Communication is clearly organized
 - iii. Presentation clearly communicates to target audience
3. Effectively compile and consume information to apply higher-level thinking for the purpose of acquiring knowledge.
 - a. Evaluate information and its sources critically
 - b. Use information to accomplish a specific purpose
 - c. Access and use information ethically and legally
4. Develop and propose innovative solutions to local and global problems.
 - a. Demonstrate ability to define problems
 - b. Identify strategies for solving problems
 - c. Propose effective solutions to presented problems
 - d. Evaluate proposed solutions for effectiveness and potential consequences
5. Collaborate effectively with peers and other stakeholders to achieve goals.
 - a. Contribute to team planning process
 - b. Facilitates contributions of other team members
 - c. Completes assigned tasks on time and with quality
 - d. Supports a constructive team climate
6. Evaluate cultural elements from a global perspective.
 - a. Demonstrates awareness of global issues
 - b. Demonstrates ability to apply diverse perspectives to complex subjects
 - c. Demonstrates understanding of cultural diversity
 - d. Applies knowledge to contemporary global contexts

General Education, Program Review, Section 5

Three-year Program Assessment using POs and SLOs

CAGS Fall 2017 Assessment Summary

Outcome	Average	Percent 4	Percent 3	Percent 2	Percent 1	N
1.a	2.7	25.00%	40.00%	15.00%	20.00%	20
1.b	2.8	25.00%	40.00%	25.00%	10.00%	20
1.c	2.55	15.00%	45.00%	20.00%	20.00%	20
2.a.1	3.11	31.15%	50.82%	16.39%	1.64%	61
2.a.2	3.02	34.43%	37.70%	22.95%	4.92%	61
2.a.3	3	27.87%	47.54%	21.31%	3.28%	61
2.b.1	3.05	32.73%	45.45%	16.36%	5.45%	55
2.b.2	3	30.91%	41.82%	23.64%	3.64%	55
2.b.3	3.23	40.00%	45.45%	12.73%	1.82%	55
2.c.1	3.11	33.33%	44.44%	22.22%	0.00%	9
2.c.2	2.89	33.33%	22.22%	44.44%	0.00%	9
2.c.3	3	33.33%	33.33%	33.33%	0.00%	9
3.a	2.71	34.29%	22.86%	22.86%	20.00%	35
3.b	2.74	25.71%	37.14%	22.86%	14.29%	35
3.c	2.71	34.29%	31.43%	5.71%	28.57%	35

CAGS Spring 2018 Assessment Summary

Outcome	Average	Percent 4	Percent 3	Percent 2	Percent 1	N
4.a	3.27	46.67%	33.33%	20.00%	0.00%	15
4.b	2.9	33.33%	26.67%	40.00%	0.00%	15
4.c	2.67	33.33%	20.00%	26.67%	20.00%	15
4.d	2.73	33.33%	26.67%	20.00%	20.00%	15
5.a	2.72	29.73%	35.14%	13.51%	21.62%	37
5.b	2.66	27.03%	35.14%	16.22%	21.62%	37
5.c	2.57	29.73%	27.03%	13.51%	29.73%	37
5.d	2.51	21.62%	35.14%	16.22%	27.03%	37
6.a	2.96	37.04%	31.48%	22.22%	9.26%	54
6.b	2.78	31.48%	27.78%	27.78%	12.96%	54
6.c	2.65	35.19%	20.37%	18.52%	25.93%	54
6.d	2.79	38.89%	16.67%	25.93%	18.52%	54

CAS Fall 2017 Assessment Summary

Outcome	Average	Percent 4	Percent 3	Percent 2	Percent 1	N
1.a	2.7	20%	15%	40%	25%	20
1.b	2.8	10%	25%	40%	25%	20
1.c	2.55	20%	20%	45%	15%	20
2.a.1	2.74	17.02%	29.79%	36.17%	17.02%	47
2.a.1	2.56	10.64%	29.79%	31.91%	27.66%	47
2.a.3	2.56	19.15%	25.53%	36.17%	19.15%	47
2.b.1	3.26	42.86%	39.29%	10.71%	3.57%	28
2.b.2	3.07	35.71%	35.71%	21.43%	3.57%	28
2.b.3	3.37	39.29%	53.57%	3.57%	0.00%	28
2.c.1	2.67	9.52%	47.62%	42.86%	0.00%	21
2.c.2	2.76	19.05%	52.38%	14.29%	14.29%	21
2.c.3	3.05	28.57%	47.62%	23.81%	0.00%	21

CAS Spring 2018 Assessment Summary

Outcome	Average	Percent 4	Percent 3	Percent 2	Percent 1	N
4.a	3.00	33.96%	41.51%	15.09%	9.43%	53
4.b	3.04	33.96%	45.28%	11.32%	9.43%	53
4.c	3.09	35.85%	47.17%	7.55%	9.43%	53
4.d	3.02	28.30%	54.72%	7.55%	9.43%	53
5.a	3.56	61.11%	33.33%	5.56%	0.00%	17
5.b	3.11	22.22%	66.67%	11.11%	0.00%	17
5.c	3.33	33.33%	66.67%	0.00%	0.00%	17
5.d	3.56	55.56%	44.44%	0.00%	0.00%	17
6.a	2.85	25.93%	40.74%	25.93%	7.41%	27
6.b	2.44	14.81%	37.04%	25.93%	22.22%	27
6.c	2.48	11.11%	40.74%	33.33%	14.81%	27
6.d	2.48	7.41%	44.44%	37.04%	11.11%	27

CAGS GenEd Ethical Reasoning	Understanding Wesleyan Perspective [Understanding Wesleyan Perspective]	Ethical Issue Recognition [Ethical Issue Recognition]	Application of Wesleyan Perspective / Concepts [Application of Wesleyan Perspective / Concepts]
PHIL3203 07W1 16FA	4	4	4
PHIL3203 07W1 16FA	3	3	4
PHIL3203 07W1 16FA	4	4	3
PHIL3203 07W1 16FA	3	3	3
PHIL3203 07W1 16FA	4	4	4
PHIL3203 07W1 16FA	4	4	4
PHIL3203 08M1 16FA	4	4	4
PHIL3203 08M1 16FA	3	4	3
PHIL3203 08M1 16FA	3	3	3
PHIL3203 08M1 16FA	2	3	3
PHIL3203 08M1 16FA	4	4	4
PHIL3203 08M1 16FA	3	3	3
PHIL3203 08M1 16FA	4	4	4
PHIL3203 08M1 16FA	4	4	4
PHIL3203 08M1 16FA	3	3	3
PHIL3203 08M1 16FA	4	4	4
PHIL3203 08M1 16FA	4	4	4
PHIL3203 08W1 16FA	3	4	4
PHIL3203 08W1 16FA	4	4	4
PHIL3203 08W1 16FA	3	4	4
PHIL3203 08W1 16FA	3	4	3
PHIL3203 08W1 16FA	2	3	3
PHIL3203 08W1 16FA	4	4	4
PHIL3203 08W1 16FA	3	4	4
PHIL3203 08W1 16FA	4	4	4
PHIL3203 08W1 16FA	3	4	3
PHIL3203 08W1 16FA	4	4	4
PHIL3203 08W1 16FA	3	3	3

CAGS GenEd Ethical Reasoning	Understanding Wesleyan Perspective [Understanding Wesleyan Perspective]	Ethical Issue Recognition [Ethical Issue Recognition]	Application of Wesleyan Perspective / Concepts [Application of Wesleyan Perspective / Concepts]
PHIL3203 09W1 16FA	3	4	3
PHIL3203 09W1 16FA	4	4	4
PHIL3203 09W1 16FA	1	1	1
PHIL3203 09W1 16FA	3	3	3
PHIL3203 09W1 16FA	4	4	4
PHIL3203 09W1 16FA	4	4	4
PHIL3203 09W1 16FA	4	4	4
PHIL3203 09W1 16FA	4	4	3
PHIL3203 10W1 16FA	3	3	3
PHIL3203 10W1 16FA	3	3	3
PHIL3203 10W1 16FA	4	3	3
PHIL3203 10W1 16FA	4	4	4
PHIL3203 10W1 16FA	3	2	3
PHIL3203 10W1 16FA	3	2	2
PHIL3203 08W1 17FA	1	1	1
PHIL3203 08W1 17FA	1	2	1
PHIL3203 08W1 17FA	1	1	1
PHIL3203 08W1 17FA	1	2	1
PHIL3203 08W1 17FA	1	1	1
PHIL3203 08W1 17FA	1	2	1
PHIL3203 08W1 17FA	1	3	1
PHIL3203 08W1 17FA	1	1	1
PHIL3203 10M1 17FA	3	3	3
PHIL3203 10M1 17FA	3	3	3
PHIL3203 10M1 17FA	4	3	3
PHIL3203 10M1 17FA	2	2	2
PHIL3203 10M1 17FA	1	1	1
PHIL3203 06W1 17SU	4	4	4

CAGS GenEd Ethical Reasoning	Understanding Wesleyan Perspective [Understanding Wesleyan Perspective]	Ethical Issue Recognition [Ethical Issue Recognition]	Application of Wesleyan Perspective / Concepts [Application of Wesleyan Perspective / Concepts]
PHIL3203 06W1 17SU	4	4	4
PHIL3203 06W1 17SU	4	4	4
PHIL3203 06W1 17SU	4	4	4
PHIL3203 06W1 17SU	3	3	2
PHIL3203 06W1 17SU	3	4	3
PHIL3203 06W1 17SU	4	4	4
PHIL3203 06W1 17SU	3	3	3
PHIL3203 06W1 17SU	4	3	3
PHIL3203 06W1 17SU	4	4	4
PHIL3203 06W1 17SU	3	3	3
PHIL3203 06W1 17SU	4	4	4
PHIL3203 06W1 17SU	3	3	3
PHIL3203 06W1 17SU	4	4	4

CAGS GenEd Written Communication	Content and Development [Content and Development]	Sources and Evidence [Sources and Evidence]	Control Of Syntax and Mechanics [Control Of Syntax and Mechanics]
HIST2203 10W1 16FA	4	4	3
HIST2203 10W1 16FA	4	4	3
HIST2203 06W1 17FA	3	2	1
HIST2203 06W1 17FA	4	4	4
HIST2203 06W1 17FA	3	2	3
HIST2203 06W1 17FA	3	3	4
HIST2203 06W1 17FA	3	3	3
HIST2203 06W1 17FA	4	4	4
HIST2203 07M1 17FA	3	3	3
HIST2203 07M1 17FA	4	4	3
HIST2203 07M1 17FA	2	1	2
HIST2203 07M1 17FA	4	4	4
HIST2203 08W1 17FA	3	4	3
HIST2203 08W1 17FA	4	4	4
HIST2203 08W1 17FA	2	2	2
HIST2203 08W1 17FA	4	4	4
HIST2203 08W1 17FA	3	3	3
HIST2203 08W1 17FA	3	3	3
HIST2203 08W1 17FA	2	2	2
HIST2203 08W1 17FA	3	4	4
HIST2203 08W1 17FA	3	2	3
HIST2203 06W1 17FA	3	3	3
HIST2203 07W1 17FA	2	3	2
HIST2203 07W1 17FA	3	3	3
HIST2203 07W1 17FA	2	2	2
HIST2203 07W1 17FA	3	2	3
HIST2203 07W1 17FA	4	4	4
HIST2203 07W1 17FA	4	4	4
HIST2203 07W1 17FA	4	4	4

CAGS GenEd Written Communication	Content and Development [Content and Development]	Sources and Evidence [Sources and Evidence]	Control Of Syntax and Mechanics [Control Of Syntax and Mechanics]
HIST2203 07M1 17FA	3	2	2
HIST2203 10W1 17FA	2	3	3
HIST2203 10W1 17FA	2	1	2
HIST2203 10W1 17FA	4	4	4
HIST2203 10W1 17FA	3	2	2
HIST2203 10W1 17FA	3	2	2
HIST2203 10W1 17FA	4	4	4
HIST2203 10W1 17FA	2	2	2
HIST2203 10W1 17FA	3	3	3
HIST2203 10W1 17FA	2	2	2
HIST2203 10W1 17FA	3	3	3
HIST2203 10W1 17FA	4	4	4
HIST2203 10W1 17FA	3	3	3
HIST2203 10W1 17FA	4	4	3
HIST2203 10W1 17FA	3	3	3
HIST2203 10W1 17FA	4	4	4
HIST2203 10W1 17FA	3	3	3
HIST2203 10W1 17FA	3	3	3
HIST2203 10W1 17FA	4	4	4
HIST2203 10M1 17FA	3	3	3
HIST2203 10M1 17FA	3	3	3
HIST2203 10M1 17FA	3	3	3
HIST2203 10M1 17FA	3	3	3
HIST2203 11W1 17FA	3	2	2
HIST2203 11W1 17FA	2	2	2
HIST2203 11W1 17FA	3	3	3
HIST2203 11W1 17FA	4	4	4
HIST2203 11W1 17FA	3	3	3
HIST2203 11W1 17FA	4	4	3

CAGS GenEd Written Communication	Content and Development [Content and Development]	Sources and Evidence [Sources and Evidence]	Control Of Syntax and Mechanics [Control Of Syntax and Mechanics]
HIST2203 11W1 17FA	1	1	1
HIST2203 11W1 17FA	4	4	3
HIST2203 11W1 17FA	3	3	3
HIST2203 11W1 17FA	4	4	4
HIST2203 11W1 17FA	3	3	3

CAGS GenEd Oral Communication	Organization [Organization]	Delivery [Delivery]	Central Message [Central Message]	
COMM1103 07M1 16FA		3	3	3
COMM1103 07W1 16FA		4	3	4
COMM1103 07W1 16FA		4	4	4
COMM1103 07W1 16FA		3	4	4
COMM1103 07W1 16FA		4	3	4
COMM1103 07W1 16FA		3	3	3
COMM1103 07W1 16FA		3	3	3
COMM1103 07W1 16FA		3	3	3
COMM1103 08W2 16FA		3	4	3
COMM1103 08W2 16FA		4	4	3
COMM1103 08W2 16FA		4	4	4
COMM1103 08W2 16FA		3	4	3
COMM1103 08W2 16FA		3	3	2
COMM1103 08W2 16FA		3	4	3
COMM1103 08W2 16FA		4	4	3
COMM1103 08W2 16FA		4	4	4
COMM1103 08W2 16FA		2	2	3
COMM1103 08W1 16FA		3	3	3
COMM1103 09M1 16FA		3	4	4
COMM1103 09M1 16FA		4	2	2
COMM1103 09M1 16FA		3	4	4
COMM1103 09M1 16FA		4	4	4
COMM1103 09M1 16FA		4	3	3
COMM1103 08W1 16FA		3	3	2
COMM1103 08W1 16FA		4	4	4
COMM1103 08W1 16FA		3	3	4
COMM1103 08W1 16FA		2	2	2
COMM1103 08W1 16FA		3	4	3
COMM1103 08W1 16FA		4	3	4
COMM1103 08W1 16FA		2	2	3

CAGS GenEd Oral Communication	Organization [Organization]	Delivery [Delivery]	Central Message [Central Message]	
COMM1103 08W1 16FA		3	2	3
COMM1103 08W1 16FA		4	4	4
COMM1103 08W1 16FA		4	4	4
COMM1103 09W1 16FA		3	2	3
COMM1103 09W1 16FA		3	2	3
COMM1103 09W1 16FA		3	3	3
COMM1103 09W1 16FA		2	2	2
COMM1103 09W1 16FA		4	3	4
COMM1103 09W1 16FA		3	3	3
COMM1103 09W2 16FA		1	2	2
COMM1103 09W2 16FA		2	3	3
COMM1103 09W2 16FA		1	4	3
COMM1103 09W2 16FA		1	3	1
COMM1103 10W1 16FA		1	3	3
COMM1103 10W1 16FA		3	3	3
COMM1103 10W1 16FA		4	3	3
COMM1103 10W1 16FA		3	3	3
COMM1103 10W1 16FA		3	4	3
COMM1103 10W1 16FA		3	3	4
COMM1103 10W1 16FA		1	3	1
COMM1103 10W1 16FA		2	1	2
COMM1103 10W1 16FA		1	2	1
COMM1103 06W2 17SU		4	4	4
COMM1103 06W2 17SU		4	4	2
COMM1103 06W2 17SU		4	4	4
COMM1103 06W2 17SU		4	3	4
COMM1103 06W1 17SU		4	4	4
COMM1103 06W1 17SU		4	4	4
COMM1103 06W1 17SU		4	3	3

CAGS GenEd Oral Communication	Organization [Organization]	Delivery [Delivery]	Central Message [Central Message]
COMM1103 06W1 17SU		2	2
COMM1103 06W1 17SU		4	4
COMM1103 06W1 17SU		3	4
COMM1103 07W2 17FA		3	4
COMM1103 07W2 17FA		4	4
COMM1103 07W2 17FA		3	3
COMM1103 07W2 17FA		4	4
COMM1103 07W2 17FA		3	4
COMM1103 07W2 17FA		4	3
COMM1103 07W1 17FA		4	4
COMM1103 07W1 17FA		4	4
COMM1103 07W1 17FA		3	3
COMM1103 07W1 17FA		4	3
COMM1103 07W1 17FA		2	3
COMM1103 08W2 17FA		3	3
COMM1103 08W2 17FA		2	3
COMM1103 08W2 17FA		2	2
COMM1103 08W2 17FA		3	2
COMM1103 08W1 17FA		2	2
COMM1103 08W1 17FA		3	2
COMM1103 08W1 17FA		1	1
COMM1103 08W1 17FA		2	1
COMM1103 08W1 17FA		3	2
COMM1103 08W2 17FA		3	3
COMM1103 10M1 17FA		2	3
COMM1103 10M1 17FA		1	2
COMM1103 10M1 17FA		3	3
COMM1103 10W1 17FA		3	4
COMM1103 10W1 17FA		3	3
COMM1103 10W1 17FA		4	4

CAGS GenEd Oral Communication	Organization [Organization]	Delivery [Delivery]	Central Message [Central Message]
COMM1103 10W1 17FA		4	4
COMM1103 10W1 17FA		3	4
COMM1103 10W1 17FA		4	3
COMM1103 10W1 17FA		4	3
COMM1103 10W1 17FA		4	4
COMM1103 10W1 17FA		3	4
COMM1103 10W1 17FA		3	3
COMM1103 10W1 17FA		4	2
COMM1103 10W1 17FA		3	2
COMM1103 10W1 17FA		3	2
COMM1103 10W1 17FA		3	2
COMM1103 10W1 17FA		3	3
COMM1103 10M1 17FA		2	3
COMM1103 11W1 17FA		2	2
COMM1103 11W1 17FA		3	3
COMM1103 11W1 17FA		3	4
COMM1103 11W1 17FA		2	2
COMM1103 11W1 17FA		4	3
COMM1103 11W1 17FA		4	4
COMM1103 11W1 17FA		1	2
COMM1103 11W1 17FA		3	2
COMM1103 11W1 17FA		4	3
COMM1103 11W2 17FA		4	3
COMM1103 11W2 17FA		4	4
COMM1103 11W2 17FA		4	4
COMM1103 11W2 17FA		4	4
COMM1103 11W2 17FA		3	4
COMM1103 11W2 17FA		3	3
COMM1103 11W2 17FA		3	3

CAGS GenEd Digital Communication	Demonstrates Effective Use of Medium [Demonstrates Effective Use of Medium]	Organization [Organization]	Audience Appropriate Communication [Audience Appropriate Communication]
GEOG2603 07W1 16FA	4	4	4
GEOG2603 07W1 16FA	4	4	4
GEOG2603 07W1 16FA	4	4	4
GEOG2603 07W1 16FA	4	3	4
GEOG2603 09W1 16FA	4	4	4
GEOG2603 09W1 16FA	4	4	4
GEOG2603 09W1 16FA	3	3	3
GEOG2603 09W1 16FA	2	2	3
GEOG2603 09W1 16FA	3	2	3
GEOG2603 07W1 16FA	3	3	3
GEOG2603 06W1 17SU	2	2	2
GEOG2603 06W1 17SU	3	3	3
GEOG2603 06W1 17SU	2	2	2
GEOG2603 06W1 17SU	4	4	4
GEOG2603 06W1 17SU	3	3	3
GEOG2603 06W1 17SU	4	4	4
GEOG2603 06W1 17SU	3	2	3
GEOG2603 06W1 17SU	3	2	2
GEOG2603 06W1 17SU	4	4	4

CAGS Gen Ed Information Literacy	Evaluate Information and its Sources [Evaluate Information and its Sources]	Use Information Effectively to Accomplish a Specific Purpose [Use Information Effectively to Accomplish a Specific Purpose]	Access and Use Information Ethically and Legally [Access and Use Information Ethically and Legally]
NATS2503 08W1 16FA	3	3	3
NATS2503 08W1 16FA	3	3	4
NATS2503 08W1 16FA	3	2	2
NATS2503 08W1 16FA	3	2	3
NATS2503 08W1 16FA	1	1	2
NATS2503 08W1 16FA	4	4	4
NATS2503 08W1 16FA	4	4	4
NATS2503 08W1 16FA	2	3	3
NATS2503 08W1 16FA	2	3	4
NATS2503 08W1 16FA	4	3	2
NATS2503 08W1 16FA	2	2	3
NATS2503 08W1 16FA	2	2	3
NATS2503 08W1 16FA	4	4	4
ENGL1103 08W1 16FA	1	1	1
ENGL1103 08W1 16FA	4	4	4
ENGL1103 08W1 16FA	1	1	1
ENGL1103 08W1 16FA	4	3	4
ENGL1103 08W1 16FA	4	4	4
ENGL1103 08W1 16FA	3	3	4
ENGL1103 08W1 16FA	3	2	3
ENGL1103 08W1 16FA	4	4	4
ENGL1103 08W1 16FA	1	1	1
ENGL1103 08W1 16FA	4	4	4
ENGL1103 08W1 16FA	2	2	1
ENGL1103 08W1 16FA	1	2	2
ENGL1103 09W1 16FA	4	4	4
ENGL1103 09W1 16FA	4	4	4

CAGS Gen Ed Information Literacy	Evaluate Information and its Sources [Evaluate Information and its Sources]	Use Information Effectively to Accomplish a Specific Purpose [Use Information Effectively to Accomplish a Specific Purpose]	Access and Use Information Ethically and Legally [Access and Use Information Ethically and Legally]
ENGL1103 09W1 16FA	4	4	4
ENGL1103 09W1 16FA	4	4	4
ENGL1103 09W1 16FA	3	3	3
ENGL1103 09W1 16FA	4	4	4
ENGL1103 09W1 16FA	4	4	4
ENGL1103 09W1 16FA	4	4	4
ENGL1103 09W1 16FA	2	2	2
ENGL1103 09W1 16FA	1	2	2
ENGL1103 09W1 16FA	3	4	4
ENGL1103 09W1 16FA	3	3	3
ENGL1103 09W1 16FA	2	3	4
NATS2503 09M1 16FA	1	2	2
NATS2503 09M1 16FA	2	3	3
NATS2503 09M1 16FA	3	3	3
NATS2503 09W1 16FA	4	3	4
NATS2503 09W1 16FA	1	4	4
NATS2503 09W1 16FA	4	3	4
NATS2503 09W1 16FA	4	4	4
NATS2503 09W1 16FA	2	3	4
NATS2503 09W1 16FA	3	4	4
NATS2503 09W1 16FA	1	3	4
NATS2503 09W1 16FA	4	4	2
NATS2503 09W1 16FA	3	3	4
NATS2503 09W1 16FA	1	4	4
NATS2503 09W1 16FA	2	4	4
NATS2503 09W1 16FA	1	3	4
ENGL1103 10W1 16FA	3	2	3

CAGS Gen Ed Information Literacy	Evaluate Information and its Sources [Evaluate Information and its Sources]	Use Information Effectively to Accomplish a Specific Purpose [Use Information Effectively to Accomplish a Specific Purpose]	Access and Use Information Ethically and Legally [Access and Use Information Ethically and Legally]
ENGL1103 10W1 16FA	4	4	3
ENGL1103 10W1 16FA	2	4	1
ENGL1103 10W1 16FA	4	4	2
ENGL1103 10W1 16FA	1	2	4
ENGL1103 10W1 16FA	3	1	4
ENGL1103 10W1 16FA	3	4	4
ENGL1103 10W1 16FA	3	4	4
ENGL1103 10W1 16FA	3	3	4
ENGL1103 10W1 16FA	3	4	4
NATS2503 10W1 16FA	2	1	2
NATS2503 10W1 16FA	1	3	3
NATS2503 10W1 16FA	2	2	1
NATS2503 10W1 16FA	2	1	1
NATS2503 10W1 16FA	2	4	4
NATS2503 10W1 16FA	2	2	2
NATS2503 10W1 16FA	4	3	3
NATS2503 10W1 16FA	3	4	4
NATS2503 10W1 16FA	3	3	4
NATS2503 10W1 16FA	1	3	2
NATS2503 10W1 16FA	3	2	3
NATS2503 10W1 16FA	1	2	2
ENGL1103 06W1 17SU	2	2	3
ENGL1103 06W1 17SU	4	4	4
ENGL1103 06W1 17SU	4	3	4
ENGL1103 06W1 17SU	4	4	4
ENGL1103 06W1 17SU	4	4	4

CAGS Gen Ed Information Literacy	Evaluate Information and its Sources [Evaluate Information and its Sources]	Use Information Effectively to Accomplish a Specific Purpose [Use Information Effectively to Accomplish a Specific Purpose]	Access and Use Information Ethically and Legally [Access and Use Information Ethically and Legally]
ENGL1103 06W1 17SU	3	3	3
ENGL1103 08W1 17FA	3	3	3
ENGL1103 08W1 17FA	3	3	4
ENGL1103 08W1 17FA	1	1	1
ENGL1103 08W1 17FA	4	4	4
ENGL1103 08W1 17FA	4	4	4
ENGL1103 08W1 17FA	1	1	1
ENGL1103 08W1 17FA	3	4	4
ENGL1103 07M1 17FA	4	3	3
ENGL1103 07M1 17FA	3	3	3
ENGL1103 07M1 17FA	4	3	4
ENGL1103 07M1 17FA	2	2	3
ENGL1103 07M1 17FA	3	3	3
ENGL1103 07M1 17FA	1	2	3
ENGL1103 07M1 17FA	4	4	3
ENGL1103 07W1 17FA	4	4	4
NATS2503 10M1 17FA	2	3	1
NATS2503 10M1 17FA	1	2	1
NATS2503 10M1 17FA	1	2	1
ENGL1103 10W1 17FA	2	2	2
NATS2503 10M1 17FA	1	1	1
NATS2503 10M1 17FA	1	1	1
NATS2503 10M1 17FA	2	2	1
ENGL1103 10W1 17FA	2	3	2
ENGL1103 10W1 17FA	4	4	4
ENGL1103 10W1 17FA	4	3	4
ENGL1103 10W1 17FA	3	3	3

CAGS Gen Ed Information Literacy	Evaluate Information and its Sources [Evaluate Information and its Sources]	Use Information Effectively to Accomplish a Specific Purpose [Use Information Effectively to Accomplish a Specific Purpose]	Access and Use Information Ethically and Legally [Access and Use Information Ethically and Legally]
ENGL1103 10W1 17FA	2	1	1
ENGL1103 10W2 17FA	2	2	1
ENGL1103 10W2 17FA	3	3	3

CAGS GenEd Problem Solving	Define Problem [Define Problem]	Identify Strategies [Identify Strategies]	Propose Solutions / Hypotheses [Propose Solutions / Hypotheses]	Evaluate Potential Solutions [Evaluate Potential Solutions]
SOCI 1103 01W1 16SP	4	3	3	3
SOCI 1103 01W1 16SP	3	3	3	3
SOCI 1103 01W1 16SP	4	4	4	4
SOCI 1103 01W1 16SP	4	4	3	3
SOCI 1103 01W1 16SP	3	3	3	3
SOCI 1103 01W1 16SP	4	4	4	4
SOCI 1103 01W1 16SP	3	3	3	3
SOCI 1103 01W1 16SP	2	2	2	2
SOCI 1103 01W1 16SP	3	2	2	2
SOCI 1103 01W1 16SP	4	3	3	3
SOCI 1103 01W1 16SP	3	3	3	3
SOCI 1103 01W1 16SP	3	3	3	3
SOCI 1103 01W1 16SP	3	3	3	3
SOCI 1103 01W1 16SP	4	4	3	3
SOCI 1103 01W1 16SP	2	2	2	2
SOCI 1103 01W1 16SP	3	3	2	3
SOCI 1103 01W1 16SP	4	4	3	4
SOCI 1103 01W1 16SP	3	3	3	3
SOCI 1103 02W1 16SP	2	2	2	2
SOCI 1103 02W1 16SP	3	4	4	3
SOCI 1103 02W1 16SP	4	4	4	4
SOCI 1103 02W1 16SP	4	3	4	4
SOCI 1103 02W1 16SP	3	3	3	3
SOCI 1103 02W1 16SP	3	3	3	3
SOCI 1103 02W1 16SP	4	4	4	4
SOCI 1103 02W1 16SP	3	3	3	3
SOCI 1103 02W1 16SP	2	2	3	2
SOCI 1103 02W1 16SP	3	3	3	3
SOCI 1103 02W1 16SP	2	2	2	2

CAGS GenEd Problem Solving	Define Problem [Define Problem]	Identify Strategies [Identify Strategies]	Propose Solutions / Hypotheses [Propose Solutions / Hypotheses]	Evaluate Potential Solutions [Evaluate Potential Solutions]
SOCI 1103 02W1 16SP	3	3	3	3
SOCI 1103 02W1 16SP	2	2	2	2
SOCI 1103 01W1 17SP	3	3	3	3
SOCI 1103 01W1 17SP	2	2	2	2
SOCI 1103 01W1 17SP	3	3	3	3
SOCI 1103 01W1 17SP	4	4	4	4
SOCI 1103 01W1 17SP	3	3	3	4
SOCI 1103 01W1 17SP	3	3	3	3
SOCI 1103 02M1 17SP	3	3	3	3
SOCI 1103 02M1 17SP	4	4	4	4
SOCI 1103 02M1 17SP	3	3	2	2
SOCI 1103 02M1 17SP	3	3	3	3
SOCI 1103 02M1 17SP	4	4	3	3
SOCI 1103 02M1 17SP	3	3	3	3
SOCI 1103 02W1 17SP	3	3	2	2
SOCI 1103 02W1 17SP	1	1	1	1
SOCI 1103 02W1 17SP	4	4	4	4
SOCI 1103 02W1 17SP	4	3	4	4
SOCI 1103 02W1 17SP	4	3	3	3
SOCI 1103 02W1 17SP	4	4	4	4
SOCI 1103 02W1 17SP	4	3	3	3
SOCI 1103 02W1 17SP	3	3	3	3
SOCI 1103 02W1 17SP	3	2	3	2
SOCI 1103 02W1 17SP	3	3	3	3
SOCI 1103 02W1 17SP	4	4	4	3
SOCI 1103 02W1 17SP	4	4	4	4
SOCI 1103 02W1 17SP	3	3	3	3
SOCI 1103 02W1 17SP	3	2	2	2
SOCI 1103 04W1 17SP	3	2	3	2

CAGS GenEd Problem Solving	Define Problem [Define Problem]	Identify Strategies [Identify Strategies]	Propose Solutions / Hypotheses [Propose Solutions / Hypotheses]	Evaluate Potential Solutions [Evaluate Potential Solutions]	
SOCI 1103 04W1 17SP		2	3	1	2
SOCI 1103 04W1 17SP		3	3	2	2
SOCI 1103 04W1 17SP		4	3	3	3
SOCI 1103 04W1 17SP		1	1	1	1
SOCI 1103 04W1 17SP		4	4	4	3
SOCI 1103 04W1 17SP		2	2	1	1
SOCI 1103 04W1 17SP		3	2	2	2
SOCI 1103 04W1 17SP		4	4	3	3
SOCI 1103 04W1 17SP		4	4	4	4
SOCI 1103 04W1 17SP		1	1	1	1
SOCI 1103 04W1 17SP		2	1	1	1
SOCI 1103 03W2 18SP		4	2	1	1
SOCI 1103 03W2 18SP		4	4	4	4
SOCI 1103 03W2 18SP		4	2	1	1
SOCI 1103 03W2 18SP		4	2	1	1
SOCI 1103 03W1 18SP		4	4	4	4
SOCI 1103 03W1 18SP		4	4	4	4
SOCI 1103 03W1 18SP		3	3	2	2
SOCI 1103 03W1 18SP		3	2	2	2
SOCI 1103 05W1 18SP		4	4	4	4
SOCI 1103 05W1 18SP		2	3	2	3
SOCI 1103 05W1 18SP		2	3	3	3
SOCI 1103 05W1 18SP		3	3	3	3
SOCI 1103 05W1 18SP		3	4	4	4
SOCI 1103 05W1 18SP		3	2	3	3
SOCI 1103 05W1 18SP		2	2	2	2

CAGS GenEd Collaboration	Contributes to Team Meetings [Contributes to Team Meetings]	Facilitates the Contributions of Team Members [Facilitates the Contributions of Team Members]	Individual Contributions Outside of Team Meetings [Individual Contributions Outside of Team Meetings]	Fosters a Constructive Team Climate [Fosters a Constructive Team Climate]
MATH 2503 01W3 16SP	4	3	2	2
MATH 2503 01W3 16SP	1	2	1	2
MATH 2503 01W3 16SP	3	3	3	3
MATH 2503 01W3 16SP	3	3	2	3
MATH 2503 01W3 16SP	4	3	3	3
MATH 2503 01W3 16SP	3	3	2	3
MATH 2503 01W3 16SP	2	2	2	3
MATH 2503 01W3 16SP	2	3	2	2
MATH 2503 01W3 16SP	3	3	2	3
MATH 2503 01W3 16SP	3	4	4	3
MATH 2503 01W3 16SP	3	3	2	3
MATH 2503 02W1 16SP	3	3	4	3
MATH 2503 02W1 16SP	3	3	4	3
MATH 2503 01W1 16SP	4	4	4	4
MATH 2503 01W1 16SP	4	4	4	4
MATH 2503 01W1 16SP	4	4	3	4
MATH 2503 01W1 16SP	3	4	4	4
MATH 2503 01W1 16SP	2	2	2	2
MATH 2503 01W1 16SP	4	4	4	4
MATH 2503 01W1 16SP	4	4	4	4
MATH 2503 01W1 16SP	4	4	4	4
MATH 2503 01W1 16SP	4	4	4	4
MATH 2503 01W1 16SP	3	3	3	3
MATH 2503 01W1 16SP	3	3	2	3
MATH 2503 01W1 16SP	2	2	1	2
MATH 2503 01W1 16SP	3	4	3	4
MATH 2503 02W1 16SP	3	3	2	1
MATH 2503 02W1 16SP	4	3	4	4

CAGS GenEd Collaboration	Contributes to Team Meetings [Contributes to Team Meetings]	Facilitates the Contributions of Team Members [Facilitates the Contributions of Team Members]	Individual Contributions Outside of Team Meetings [Individual Contributions Outside of Team Meetings]	Fosters a Constructive Team Climate [Fosters a Constructive Team Climate]
MATH 2503 02W1 16SP	2	2	2	3
MATH 2503 02W1 16SP	2	2	1	2
MATH 2503 02W1 16SP	1	3	2	2
MATH2503 03W1 16SP	3	3	3	2
MATH 2503 02W1 16SP	2	2	3	1
MATH 2503 02W1 16SP	1	1	0	4
MATH 2503 02W1 16SP	2	1	2	4
MATH 2503 02W1 16SP	3	2	3	3
MATH 2503 02W1 16SP	3	2	1	1
MATH 2503 02W1 16SP	3	3	3	3
MATH 2503 02W1 16SP	3	3	0	2
MATH 2503 02W1 16SP	3	3	3	3
MATH2503 03W1 16SP	4	3	4	4
MATH2503 03W1 16SP	4	3	4	3
MATH2503 03W1 16SP	3	3	3	3
MATH2503 03W1 16SP	4	4	4	4
MATH2503 03W1 16SP	4	3	3	3
MATH2503 03W1 16SP	2	2	1	2
MATH2503 03W1 16SP	2	2	3	2
MATH2503 03W1 16SP	4	4	4	4
MATH2503 03W1 16SP	3	4	3	4
MATH2503 03W1 16SP	2	2	2	2
MATH2503 03W1 16SP	4	4	4	4
MATH2503 03W1 16SP	4	4	4	4
MATH2503 03W1 16SP	3	4	4	3
MATH2503 03W1 16SP	3	4	4	3
MATH2503 03W1 16SP	4	4	4	4
MATH2503 03W1 16SP	3	4	3	4

CAGS GenEd Collaboration	Contributes to Team Meetings [Contributes to Team Meetings]	Facilitates the Contributions of Team Members [Facilitates the Contributions of Team Members]	Individual Contributions Outside of Team Meetings [Individual Contributions Outside of Team Meetings]	Fosters a Constructive Team Climate [Fosters a Constructive Team Climate]
MATH2503 03W1 16SP	1	1	0	1
MATH2503 03W1 16SP	4	3	4	3
MATH2503 03W1 16SP	2	2	1	2
MATH 2503 01W1 17SP	3	3	3	3
MATH 2503 01W1 17SP	4	3	4	4
MATH 2503 01W1 17SP	4	4	4	4
MATH 2503 01W1 17SP	4	4	4	4
MATH 2503 01W1 17SP	4	3	3	4
MATH 2503 01W1 17SP	4	4	4	4
MATH 2503 01W1 17SP	3	3	3	3
SOCI 1203 01W1 17SP	4	4	4	4
SOCI 1203 01W1 17SP	3	4	4	3
SOCI 1203 01W1 17SP	3	3	4	3
SOCI 1203 01W1 17SP	3	3	3	3
MATH 2503 01M1 17SP	2	2	3	4
MATH 2503 01M1 17SP	4	4	4	4
MATH 2503 01M1 17SP	1	1	2	3
MATH 2503 01M1 17SP	4	3	3	4
MATH 2503 01W2 17SP	4	4	4	4
MATH 2503 01W2 17SP	4	4	4	4
MATH 2503 01W2 17SP	4	4	4	4
MATH 2503 01W2 17SP	3	3	3	3
MATH 2503 01W2 17SP	1	1	1	1
MATH 2503 01W2 17SP	3	3	3	3
MATH 2503 01W2 17SP	2	2	2	2
MATH 2503 01W2 17SP	4	4	4	4
MATH 2503 01W2 17SP	2	2	2	2
MATH 2503 01W2 17SP	4	4	4	4

CAGS GenEd Collaboration	Contributes to Team Meetings [Contributes to Team Meetings]	Facilitates the Contributions of Team Members [Facilitates the Contributions of Team Members]	Individual Contributions Outside of Team Meetings [Individual Contributions Outside of Team Meetings]	Fosters a Constructive Team Climate [Fosters a Constructive Team Climate]
MATH 2503 05W1 17SP	4	4	4	4
MATH 2503 05W1 17SP	4	4	4	1
MATH 2503 05W1 17SP	1	3	1	1
SOCI 1203 02W1 18SP	3	3	3	3
SOCI 1203 02W1 18SP	3	3	3	3
SOCI 1203 02W1 18SP	1	1	1	1
SOCI 1203 02W1 18SP	2	1	1	2
SOCI 1203 02W1 18SP	4	4	4	4
SOCI 1203 02W1 18SP	2	2	2	2
SOCI 1203 02W1 18SP	4	3	3	3
SOCI 1203 02W1 18SP	3	4	4	3
SOCI 1203 02W1 18SP	1	1	1	1
SOCI 1203 02W1 18SP	2	2	1	2
SOCI 1203 02W1 18SP	4	4	4	4
SOCI 1203 02W1 18SP	1	2	2	3
SOCI 1203 02W1 18SP	3	3	3	3
SOCI 1203 02W1 18SP	1	1	1	1
MATH 2503 02W1 18SP	4	4	4	3
MATH 2503 02W1 18SP	3	3	3	4
MATH 2503 02W1 18SP	4	4	4	4
MATH 2503 02W1 18SP	4	4	4	4
MATH 2503 02W1 18SP	3	3	4	3
MATH 2503 02W1 18SP	3	3	3	3
MATH 2503 02W1 18SP	2	2	1	1
MATH 2503 02W1 18SP	3	2	1	1
MATH 2503 02W1 18SP	4	4	4	4
MATH 2503 02W1 18SP	4	4	4	4
MATH 2503 02W1 18SP	2	2	3	2

CAGS GenEd Collaboration	Contributes to Team Meetings [Contributes to Team Meetings]	Facilitates the Contributions of Team Members [Facilitates the Contributions of Team Members]	Individual Contributions Outside of Team Meetings [Individual Contributions Outside of Team Meetings]	Fosters a Constructive Team Climate [Fosters a Constructive Team Climate]
MATH 2503 02W1 18SP	1	1	1	1
MATH 2503 02W1 18SP	1	1	1	1
MATH 2503 02W1 18SP	1	1	1	1
MATH 2503 02W1 18SP	1	1	1	1
MATH 2503 02M1 18SP	3	3	2	2
MATH 2503 02M1 18SP	3	3	3	3
MATH 2503 02M1 18SP	3	3	3	3
MATH 2503 02M1 18SP	3	3	2	3
SOCI 1203 04W1 18SP	4	4	4	4
SOCI 1203 04W1 18SP	4	4	3	3
SOCI 1203 05W1 18SP	4	3	4	2
SOCI 1203 05W1 18SP	3	3	2	1

CAGS GenEd Global Perspective	Global Self-Awareness [Global Self-Awareness]	Perspective Taking [Perspective Taking]	Cultural Diversity [Cultural Diversity]	Applying Knowledge to Contemporary Global Contexts [Applying Knowledge to Contemporary Global Contexts]
PHIL 1203 03M1 16SP	3	3	2	2
PHIL 1203 03M1 16SP	3	3	2	1
PHIL 1203 03M1 16SP	2	1	2	1
PHIL 1203 03M1 16SP	1	2	2	2
PHIL 1203 03M1 16SP	3	3	2	3
PHIL 1203 03M1 16SP	4	3	4	2
PHIL 1203 03M1 16SP	1	2	3	2
PHIL 1203 03M1 16SP	4	4	3	4
PHIL 1203 03M1 16SP	2	1	1	0
PHIL 1203 03M1 16SP	3	2	3	2
PHIL1203 04W1 16SP	4	4	4	4
PHIL1203 04W1 16SP	4	4	4	4
PHIL1203 04W1 16SP	4	4	4	4
PHIL1203 04W1 16SP	4	4	4	4
PHIL1203 04W1 16SP	3	4	3	4
PHIL1203 04W1 16SP	3	3	4	3
PHIL1203 04W1 16SP	3	3	3	3
PHIL1203 04W1 16SP	3	3	3	3
PHIL 1203 03W3 16SP	1	1	1	1
PHIL 1203 03W3 16SP	4	4	4	4
PHIL 1203 03W3 16SP	3	3	3	3
PHIL 1203 03W3 16SP	3	4	3	3
PHIL 1203 03W3 16SP	3	3	3	3
PHIL 1203 03W3 16SP	4	3	3	3
PHIL 1203 03W3 16SP	2	3	3	2
PHIL 1203 03W3 16SP	2	3	2	3
PHIL 1203 03W3 16SP	2	2	2	2

CAGS GenEd Global Perspective	Global Self-Awareness [Global Self-Awareness]	Perspective Taking [Perspective Taking]	Cultural Diversity [Cultural Diversity]	Applying Knowledge to Contemporary Global Contexts [Applying Knowledge to Contemporary Global Contexts]
PHIL 1203 03W3 16SP	3		3	3
PHIL 1203 03W3 16SP	3		3	3
PHIL 1203 04W2 16SP	3	4		3
PHIL 1203 03W1 16SP	4	3		4
PHIL 1203 04W2 16SP	3	3		3
PHIL 1203 04W2 16SP	4	4		4
PHIL 1203 04W2 16SP	4	3		3
PHIL 1203 04W2 16SP	2	3		3
PHIL 1203 04W2 16SP	4	4		3
PHIL 1203 04W2 16SP	4	4		4
PHIL 1203 04W2 16SP	3	3		3
PHIL 1203 04W2 16SP	4	4		3
PHIL 1203 04W2 16SP	3	4		3
PHIL 1203 04W2 16SP	3	3		3
PHIL 1203 01W2 17SP	4	2		3
PHIL 1203 01W2 17SP	4	3		3
PHIL 1203 01W2 17SP	4	4		4
PHIL 1203 01W2 17SP	2	4		2
PHIL 1203 01W2 17SP	3	2		3
PHIL 1203 02W1 17SP	2	3		3
PHIL 1203 02W1 17SP	3	4		3
PHIL 1203 02W1 17SP	3	4		3
PHIL 1203 02W1 17SP	4	4		3
PHIL 1203 02W1 17SP	3	4		3
PHIL 1203 02W1 17SP	2	4		3
PHIL 1203 02W1 17SP	4	4		3
PHIL 1203 02W1 17SP	4	4		4

CAGS GenEd Global Perspective	Global Self-Awareness [Global Self-Awareness]	Perspective Taking [Perspective Taking]	Cultural Diversity [Cultural Diversity]	Applying Knowledge to Contemporary Global Contexts [Applying Knowledge to Contemporary Global Contexts]
PHIL 1203 02W1 17SP	3	3	3	2
PHIL 1203 02W1 17SP	3	3	3	3
PHIL 1203 02W1 17SP	4	4	4	3
PHIL 1203 02W1 17SP	3	4	4	4
PHIL 1203 04M1 17SP	4	4	4	3
PHIL 1203 04M1 17SP	4	4	4	4
PHIL 1203 04M1 17SP	3	4	4	3
PHIL 1203 04M1 17SP	2	3	3	2
PHIL 1203 04M1 17SP	3	3	3	3
PHIL 1203 04W1 17SP	1	1	1	1
PHIL 1203 04W1 17SP	2	1	1	1
PHIL 1203 04W1 17SP	2	1	1	1
PHIL 1203 04W1 17SP	2	2	2	2
PHIL 1203 04W1 17SP	3	2	2	2
PHIL 1203 04W1 17SP	1	2	2	1
PHIL 1203 04W1 17SP	3	2	2	2
PHIL 1203 04W1 17SP	2	2	2	1
PHIL 1203 04W1 17SP	2	2	2	2
PHIL 1203 04W1 17SP	2	2	2	1
PHIL 1203 04W1 17SP	2	1	1	2
PHIL 1203 04W1 17SP	2	2	2	2
PHIL 1203 04W1 17SP	1	1	1	1
PHIL 1203 04W1 17SP	2	1	1	1
PHIL 1203 05W1 17SP	2	2	2	3
PHIL 1203 05W1 17SP	3	4	4	3
PHIL 1203 05W1 17SP	2	2	2	2
PHIL 1203 05W1 17SP	2	2	2	3
PHIL 1203 05W1 17SP	2	2	2	2

CAGS GenEd Global Perspective	Global Self-Awareness [Global Self-Awareness]	Perspective Taking [Perspective Taking]	Cultural Diversity [Cultural Diversity]	Applying Knowledge to Contemporary Global Contexts [Applying Knowledge to Contemporary Global Contexts]
PHIL 1203 05W1 17SP	1		1	1
PHIL 1203 05W1 17SP	3		3	2
PHIL 1203 05W1 17SP	3		2	2
PHIL 1203 05W1 17SP	3		3	2
PHIL 1203 05W1 17SP	2		3	2
PHIL 1203 05W1 17SP	4		4	3
PHIL 1203 05W1 17SP	3		3	4
PHIL 1203 05W1 17SP	4		4	3
PHIL 1203 05W1 17SP	3		3	2
PHIL 1203 05W1 17SP	4		3	4
PHIL 1203 05W1 17SP	4		4	4
PHIL 1203 05W1 17SP	3		3	3
PHIL 1203 05W1 17SP	4		3	4
PHIL 1203 05W1 17SP	4		4	3
PHIL 1203 05W1 17SP	4		4	4
PHIL 1203 05W1 17SP	4		3	4
PHIL 1203 02W1 18SP	3		3	3
PHIL 1203 02W1 18SP	4		4	4
PHIL 1203 02W1 18SP	4		4	4
PHIL 1203 02W1 18SP	4		4	4
PHIL 1203 02W1 18SP	4		4	4
PHIL 1203 02W1 18SP	4		4	4
PHIL 1203 02W1 18SP	4		3	4
PHIL 1203 02W1 18SP	3		4	3
PHIL 1203 02W1 18SP	3		3	3
PHIL 1203 02W1 18SP	4		4	4
PHIL 1203 02W1 18SP	4		3	4
PHIL 1203 02W1 18SP	3		2	2

CAGS GenEd Global Perspective	Global Self-Awareness [Global Self-Awareness]	Perspective Taking [Perspective Taking]	Cultural Diversity [Cultural Diversity]	Applying Knowledge to Contemporary Global Contexts [Applying Knowledge to Contemporary Global Contexts]
PHIL 1203 05W1 18SP	3	3	3	3
PHIL 1203 05W1 18SP	4	3	4	4
PHIL 1203 05W1 18SP	4	4	3	4
PHIL 1203 05W1 18SP	4	3	4	4
PHIL 1203 05W1 18SP	4	4	4	4
PHIL 1203 05W1 18SP	4	3	3	3
PHIL 1203 05W1 18SP	4	3	4	4
PHIL 1203 05W1 18SP	3	3	4	4
PHIL 1203 05W1 18SP	4	4	4	4
PHIL 1203 05W1 18SP	4	4	4	4
PHIL 1203 05W1 18SP	4	4	4	4
PHIL 1203 05W1 18SP	4	4	4	4
PHIL 1203 05W1 18SP	3	3	3	3
PHIL 1203 05W1 18SP	3	2	3	3
PHIL 1203 05W1 18SP	4	4	4	4
PHIL 1203 05W1 18SP	4	4	4	4

CAS Ethics

Class Number and Section

Understanding Wesleyan Perspective [Understanding Wesleyan Perspective]

Ethical Issue Recognition [Ethical Issue Recognition]

Application of Wesleyan Perspective / Concepts [Application of Wesleyan Perspective / Concepts]

Class Number and Section	Understanding Wesleyan Perspective [Understanding Wesleyan Perspective]	Ethical Issue Recognition [Ethical Issue Recognition]	Application of Wesleyan Perspective / Concepts [Application of Wesleyan Perspective / Concepts]
PHIL 2103 1 16FA	3	3	3
PHIL 2103 1 16FA	3	3	3
PHIL 2103 1 16FA	4	4	3
PHIL 2103 1 16FA	4	3	3
PHIL 2103 1 16FA	3	3	2
PHIL 2103 1 16FA	3	2	4
PHIL 2103 1 16FA	3	4	1
PHIL 2103 1 16FA	4	1	2
PHIL 2103 1 16FA	2	2	3
PHIL 2103 1 16FA	2	3	3
PHIL 2103 1 16FA	3	3	3
PHIL 2103 1 16FA	3	3	2
PHIL 2103 1 17FA	3	2	2
PHIL 2103 1 17FA	2	2	4
PHIL 2103 1 17FA	2	4	3
PHIL 2103 1 17FA	4	3	4
PHIL 2103 1 17FA	3	4	3
PHIL 2103 1 17FA	4	4	3
PHIL 2103 1 17FA	4	3	4
PHIL 2103 1 17FA	3	3	3
PHIL 2103 1 17FA	4	4	2
PHIL 2103 1 17FA	3	3	1
PHIL 2103 1 17FA	3	2	3
PHIL 2103 1 17FA	1	4	3
PHIL 2103 1 17FA	4	3	
PHIL 2103 1 17FA	3		

<i>Written Comm</i> Class Number and Section	Content and Development [Content and Development]	Sources and Evidence [Sources and Evidence]	Control Of Syntax and Mechanics [Control Of Syntax and Mechanics]
POLS 1103 1 16FA	4	4	4
POLS 1103 1 16FA	4	3	3
POLS 1103 1 16FA	4	3	4
POLS 1103 1 16FA	4	3	4
POLS 1103 1 16FA	4	3	2
POLS 1103 1 16FA	4	3	4
POLS 1103 1 16FA	3	2	2
POLS 1103 1 16FA	3	3	2
POLS 1103 1 16FA	2	3	2
POLS 1103 1 16FA	3	4	4
POLS 1103 1 16FA	3	3	3
POLS 1103 1 16FA	2	3	3
POLS 1103 1 16FA	3	3	3
POLS 1103 1 16FA	3	3	4
POLS 1103 1 16FA	3	2	2
POLS 1103 1 16FA	4	3	4
POLS 1103 1 16FA	3	4	4
POLS 1103 1 16FA	3	3	4
POLS 1103 1 16FA	3	3	3
POLS 1103 1 16FA	3	2	3
POLS 1103 1 16FA	3	3	2
POLS 1103 1 16FA	3	4	4
POLS 1103 1 16FA	4	4	4
POLS 1103 1 16FA	4	4	4
POLS 1103 1 16FA	3	3	3
POLS 1103 1 16FA	2	2	2
POLS 1103 1 16FA	3	3	4
POLS 1103 1 16FA	3	3	4
POLS 1103 1 16FA	3	3	4

Class Number and Section	Content and Development [Content and Development]	Sources and Evidence [Sources and Evidence]	Control Of Syntax and Mechanics [Control Of Syntax and Mechanics]
POLS 1103 1 16FA	1	2	1
POLS 1103 1 16FA	3	3	4
POLS 1103 1 16FA	3	3	2
POLS 1103 1 16FA	3	4	4
POLS 1103 1 16FA	3	3	2
POLS 1103 1 16FA	3	4	2
POLS 1103 1 16FA	2	3	2
POLS 1103 1 16FA	3	2	2
POLS 1103 1 16FA	3	4	4
POLS 1103 1 16FA	3	3	2
POLS 1103 1 16FA	3	3	4
POLS 1103 1 16FA	3	3	4
POLS 1103 1 16FA	4	4	4
POLS 1103 1 16FA	3	3	4
POLS 1103 1 16FA	3	2	3
ENGL 1103 3 17FA	2	1	2
ENGL 1103 3 17FA	1	1	1
ENGL 1103 3 17FA	4	3	4
ENGL 1103 3 17FA	3	2	3
ENGL 1103 3 17FA	3	3	4
ENGL 1103 3 17FA	1	1	1
ENGL 1103 3 17FA	1	1	2
ENGL 1103 3 17FA	2	1	2
ENGL 1103 3 17FA	2	2	3
ENGL 1103 3 17FA	2	2	2
ENGL 1103 3 17FA	1	1	1
ENGL 1103 3 17FA	2	2	3
ENGL 1103 3 17FA	2	1	1
ENGL 1103 3 17FA	1	1	1

Class Number and Section	Content and Development [Content and Development]	Sources and Evidence [Sources and Evidence]	Control Of Syntax and Mechanics [Control Of Syntax and Mechanics]
ENGL 1103 3 17FA	1	1	2
ENGL 1103 3 17FA	3	3	3
ENGL 1103 3 17FA	3	3	3
ENGL 1103 3 17FA	3	2	3
ENGL 1103 1 17FA	2	2	3
ENGL 1103 1 17FA	3	3	2
ENGL 1103 1 17FA	4	4	4
ENGL 1103 1 17FA	1	2	1
ENGL 1103 1 17FA	2	2	3
ENGL 1103 1 17FA	3	3	3
ENGL 1103 1 17FA	2	3	2
ENGL 1103 1 17FA	3	3	3
ENGL 1103 1 17FA	2	2	2
ENGL 1103 1 17FA	2	1	2
ENGL 1103 1 17FA	4	4	4
ENGL 1103 1 17FA	2	2	2
ENGL 1103 1 17FA	3	3	2
ENGL 1103 1 17FA	2	1	1
ENGL 1103 1 17FA	1	1	1
ENGL 1103 1 17FA	3	2	3
ENGL 1103 1 17FA	2	2	2
ENGL 1103 1 17FA	3	3	2
ENGL 1103 2 17FA	3	3	2
ENGL 1103 2 17FA	3	3	3
ENGL 1103 2 17FA	2	1	1
ENGL 1103 2 17FA	3	2	2
ENGL 1103 2 17FA	4	3	4
ENGL 1103 2 17FA	2	2	2
ENGL 1103 2 17FA	4	4	4

Class Number and Section	Content and Development [Content and Development]	Sources and Evidence [Sources and Evidence]	Control Of Syntax and Mechanics [Control Of Syntax and Mechanics]
ENGL 1103 2 17FA	4	3	4
ENGL 1103 2 17FA	2	2	2
ENGL 1103 2 17FA	4	4	4
ENGL 1103 2 17FA	4	4	4
ENGL 1103 4 17FA	3	2	3

CAS GenEd Oral Communication	Organization [Organization]	Delivery [Delivery]	Central Message [Central Message]	
GEOG 2603 1 16FA		2	2	3
GEOG 2603 1 16FA		4	3	4
GEOG 2603 1 16FA		4	3	3
GEOG 2603 1 16FA		4	4	4
GEOG 2603 1 16FA		3	2	3
GEOG 2603 1 16FA		3	3	2
GEOG 2603 1 16FA		3	3	3
GEOG 2603 1 16FA		3	2	2
GEOG 2603 1 16FA		4	3	3
GEOG 2603 1 16FA		3	4	3
GEOG 2603 1 16FA		3	2	3
GEOG 2603 1 16FA		2	3	3
GEOG 2603 1 16FA		4	3	3
GEOG 2603 1 16FA		4	2	3
COMM1103 2 17 FA		2	2	3
COMM1103 2 17 FA		4	2	4
COMM1103 2 17 FA		2	2	3
COMM1103 2 17 FA		1	1	3
COMM1103 2 17 FA		2	2	2
COMM1103 2 17 FA		3	3	3
COMM1103 2 17 FA		3	2	3
COMM1103 2 17 FA		3	3	4
COMM1103 2 17 FA		3	2	4
COMM1103 2 17 FA		3	3	3
COMM1103 2 17 FA		4	3	3
COMM1103 1 17FA		3	3	3
COMM1103 1 17FA		3	3	4
COMM1103 1 17FA		4	4	4
COMM1103 1 17FA		3	3	3
COMM1103 1 17FA		4	4	4

CAS GenEd Oral Communication	Organization [Organization]	Delivery [Delivery]	Central Message [Central Message]	
COMM1103 1 17FA		4	4	4
COMM1103 1 17FA		4	4	4
COMM1103 1 17FA		3	4	3
COMM1103 1 17FA		4	4	3
COMM1103 1 17FA		4	4	4
COMM1103 1 17FA		3	4	3
COMM1103 1 17FA		3	3	3
COMM1103 1 17FA		4	3	3
COMM1103 1 17FA		4	4	4
COMM1103 1 17FA		4	4	3
COMM1103 1 17FA		4	3	4

CAS GenEd Digital Communication	Demonstrates Effective Use of Medium [Demonstrates Effective Use of Medium]	Organization [Organization]	Audience Appropriate Communication [Audience Appropriate Communication]
COMM 1103 1 16FA	3		3
COMM 1103 1 16FA	3		2
COMM 1103 1 16FA	2		2
COMM 1103 1 16FA	2		3
COMM 1103 1 16FA	2		2
COMM 1103 1 16FA	3		4
COMM 1103 1 16FA	3		3
COMM 1103 1 16FA	2		3
COMM 1103 1 16FA	3		2
COMM 1103 1 16FA	2		3
COMM 1103 1 16FA	3		2
COMM 1103 1 16FA	2		3
COMM 1103 1 16FA	2		3
COMM 1103 1 16FA	2		2
COMM 1103 1 16FA	3		3
COMM 1103 1 16FA	2		3
COMM 1103 1 16FA	3		3
COMM 1103 1 16FA	2		2
COMM 1103 1 16FA	2		4
COMM 1103 1 16FA	2		2
COMM 1103 1 16FA	3		3
COMM 1103 1 16FA	3		4
COMM 1103 1 16FA	2		2
COMM 1103 1 16FA	3		3
COMM 1103 1 16FA	2		3
COMM 1103 2 16FA	3		2
COMM 1103 2 16FA	2		1
COMM 1103 2 16FA	3		3
COMM 1103 2 16FA	2		2
COMM 1103 2 16FA	4		4
COMM 1103 2 16FA	3		4

CAS GenEd Digital Communication	Demonstrates Effective Use of Medium [Demonstrates Effective Use of Medium]	Organization [Organization]	Audience Appropriate Communication [Audience Appropriate Communication]
COMM 1103 2 16FA	2	2	2
COMM 1103 2 16FA	4	3	3
COMM 1103 2 16FA	2	2	3
COMM 1103 2 16FA	2	2	2
COMM 1103 2 16FA	3	2	3
COMM 1103 2 16FA	2	2	2
COMM 1103 2 16FA	4	4	3
COMM 1103 2 16FA	3	3	3
COMM 1103 2 16FA	4	4	4
COMM 1103 2 16FA	4	4	4
COMM 1103 2 16FA	2	2	1
COMM 1103 2 16FA	2	2	1
COMM 1103 2 16FA	4	4	4
COMM 1103 1 17FA	2	2	3
COMM 1103 1 17FA	3	2	2
COMM 1103 1 17FA	3	3	3
COMM 1103 1 17FA	2	3	3
COMM 1103 1 17FA	3	3	4
COMM 1103 1 17FA	3	1	2
COMM 1103 1 17FA	3	2	4
COMM 1103 1 17FA	3	3	3
COMM 1103 1 17FA	2	3	3
COMM 1103 1 17FA	2	1	2
COMM 1103 1 17FA	2	3	4
COMM 1103 1 17FA	2	4	3
COMM 1103 1 17FA	2	1	2
COMM 1103 1 17FA	4	4	2
COMM 1103 2 17FA	2	3	3

CAS GenEd Digital Communication	Demonstrates Effective Use of Medium [Demonstrates Effective Use of Medium]	Organization [Organization]	Audience Appropriate Communication [Audience Appropriate Communication]
COMM 1103 2 17FA	2	3	3
COMM 1103 2 17FA	3	3	3
COMM 1103 2 17FA	3	3	3
COMM 1103 2 17FA	4	4	4
COMM 1103 2 17FA	3	3	4
COMM 1103 2 17FA	3	4	4

CAS GenEd Information Literacy	Evaluate Information and its Sources [Evaluate Information and its Sources]	Use Information Effectively to Accomplish a Specific Purpose [Use Information Effectively to Accomplish a Specific Purpose]	Access and Use Information Ethically and Legally [Access and Use Information Ethically and Legally]
PSYC 1103 1 16FA	3	3	4
PSYC 1103 1 16FA	3	3	3
PSYC 1103 1 16FA	4	3	4
PSYC 1103 1 16FA	3	3	3
PSYC 1103 1 16FA	4	3	4
PSYC 1103 1 16FA	3	3	4
PSYC 1103 1 16FA	3	3	4
PSYC 1103 1 16FA	4	4	4
PSYC 1103 1 16FA	4	4	4
PSYC 1103 1 16FA	2	2	4
PSYC 1103 1 16FA	3	3	3
PSYC 1103 1 16FA	3	3	4
PSYC 1103 1 16FA	4	4	4
PSYC 1103 1 16FA	2	2	4
PSYC 1103 1 16FA	3	3	3
PSYC 1103 1 16FA	3	3	3
PSYC 1103 1 16FA	3	2	4
PSYC 1103 1 16FA	4	4	4
PSYC 1103 1 16FA	4	3	4
PSYC 1103 1 16FA	2	2	3
PSYC 1103 1 16FA	3	3	3
PSYC 1103 2 16FA	4	4	4
PSYC 1103 2 16FA	3	3	4
PSYC 1103 2 16FA	2	2	3
PSYC 1103 2 16FA	3	3	4
PSYC 1103 2 16FA	3	3	4
PSYC 1103 2 16FA	3	3	3

CAS GenEd Information Literacy	Evaluate Information and its Sources [Evaluate Information and its Sources]	Use Information Effectively to Accomplish a Specific Purpose [Use Information Effectively to Accomplish a Specific Purpose]	Access and Use Information Ethically and Legally [Access and Use Information Ethically and Legally]
PSYC 1103 2 16FA	4	4	4
PSYC 1103 2 16FA	3	3	3
PSYC 1103 2 16FA	3	3	4
PSYC 1103 2 16FA	2	2	3
PSYC 1103 2 16FA	3	3	3
PSYC 1103 2 16FA	3	3	4
PSYC 1103 2 16FA	4	4	4
PSYC 1103 2 16FA	2	2	3
PSYC 1103 2 16FA	4	3	4
PSYC 1103 2 16FA	2	2	2
PSYC 1103 2 16FA	3	3	4
PSYC 1103 2 16FA	4	3	4
PSYC 1103 2 16FA	3	3	3
PSYC 1103 2 16FA	3	3	4
PSYC 1103 2 16FA	4	3	4
PSYC 1103 2 16FA	3	3	4
ENGL 1203 1 18SP	3	3	3
ENGL 1203 1 18SP	4	3	3
ENGL 1203 1 18SP	3	3	2
ENGL 1203 1 18SP	3	3	4
ENGL 1203 1 18SP	3	3	3
ENGL 1203 1 18SP	4	4	4
ENGL 1203 1 18SP	4	4	3
ENGL 1203 1 18SP	3	3	3
ENGL 1203 1 18SP	3	2	2
ENGL 1203 1 18SP	3	3	3
ENGL 1203 1 18SP	4	4	4

CAS GenEd Information Literacy	Evaluate Information and its Sources [Evaluate Information and its Sources]	Use Information Effectively to Accomplish a Specific Purpose [Use Information Effectively to Accomplish a Specific Purpose]	Access and Use Information Ethically and Legally [Access and Use Information Ethically and Legally]
ENGL 1203 1 18SP	3	3	2
ENGL 1203 1 18SP	3	4	3
ENGL 1203 1 18SP	3	3	4
ENGL 1203 1 18SP	3	3	3
ENGL 1203 2 18SP	3	4	4
ENGL 1203 2 18SP	3	3	3
ENGL 1203 2 18SP	3	4	4
ENGL 1203 2 18SP	4	3	4
ENGL 1203 2 18SP	3	4	4
ENGL 1203 2 18SP	3	3	3
ENGL 1203 2 18SP	2	2	3
ENGL 1203 2 18SP	3	4	4
ENGL 1203 2 18SP	3	4	4
ENGL 1203 2 18SP	4	3	4
ENGL 1203 2 18SP	1	1	2
ENGL 1203 2 18SP	3	3	4
ENGL 1203 2 18SP	2	2	3
ENGL 1203 2 18SP	4	4	4
ENGL 1203 2 18SP	4	4	4
ENGL 1203 2 18SP	2	2	3
ENGL 1203 2 18SP	3	3	3
ENGL 1203 2 18SP	4	3	4
ENGL 1203 2 18SP	3	2	3
ENGL 1203 3 18SP	4	3	4
ENGL 1203 3 18SP	3	4	4
ENGL 1203 3 18SP	4	4	4
ENGL 1203 3 18SP	2	1	2

CAS GenEd Information Literacy	Evaluate Information and its Sources [Evaluate Information and its Sources]	Use Information Effectively to Accomplish a Specific Purpose [Use Information Effectively to Accomplish a Specific Purpose]	Access and Use Information Ethically and Legally [Access and Use Information Ethically and Legally]
ENGL 1203 3 18SP	4	4	4
ENGL 1203 3 18SP	2	2	2
ENGL 1203 3 18SP	1	1	1
ENGL 1203 3 18SP	2	2	3
ENGL 1203 3 18SP	4	4	4
ENGL 1203 3 18SP	3	2	3
ENGL 1203 3 18SP	4	3	4
ENGL 1203 3 18SP	3	2	3
ENGL 1203 3 18SP	3	3	3
ENGL 1203 3 18SP	4	4	4
ENGL 1203 3 18SP	3	3	3

CAS GenEd Problem Solving	Define Problem [Define Problem]	Identify Strategies [Identify Strategies]	Propose Solutions / Hypotheses [Propose Solutions / Hypotheses]	Evaluate Potential Solutions [Evaluate Potential Solutions]
NATS 2203 1 16SP		3	2	3
NATS 2203 1 16SP		3	2	3
NATS 2203 1 16SP		3	3	3
NATS 2203 1 16SP		3	2	2
NATS 2203 1 16SP		3	3	3
NATS 2203 1 16SP		3	3	3
MATH 2503 1 16SP		4	4	3
MATH 2503 1 16SP		4	3	4
MATH 1513 1 18SP		4	4	4
MATH 1513 1 18SP		1	1	1
MATH 1513 1 18SP		3	3	3
MATH 1513 1 18SP		3	3	3
MATH 1513 1 18SP		3	3	3
MATH 1513 1 18SP		3	3	3
MATH 1513 1 18SP		3	3	3
MATH 1103 1 18SP		3	3	3
MATH 1103 1 18SP		3	3	3
MATH 1103 1 18SP		4	4	4
MATH 1103 1 18SP		2	2	2
MATH 1103 1 18SP		4	4	4
MATH 1103 1 18SP		2	2	2
MATH 1103 1 18SP		3	3	3
MATH 1103 1 18SP		3	3	3
MATH 1103 1 18SP		3	3	3
MATH 1103 1 18SP		3	3	3
MATH 1103 1 18SP		1	1	1
MATH 1103 1 18SP		4	4	4
MATH 1103 1 18SP		3	3	3
MATH 1103 1 18SP		3	3	3
MATH 1103 1 18SP		1	1	1

CAS GenEd Problem Solving	Define Problem [Define Problem]	Identify Strategies [Identify Strategies]	Propose Solutions / Hypotheses [Propose Solutions / Hypotheses]	Evaluate Potential Solutions [Evaluate Potential Solutions]
MATH 1103 1 18SP	3	3	3	3
MATH 1103 1 18SP	2	2	2	2
MATH 1103 1 18SP	3	3	3	3
MATH 1103 1 18SP	1	1	1	1
MATH 1513 W1 18SP	4	4	3	3
MATH 1513 W1 18SP	3	3	3	3
MATH 1513 W1 18SP	4	4	4	4
MATH 1513 W1 18SP	4	4	4	4
MATH 1513 W1 18SP	3	2	3	3
MATH 1513 W1 18SP	4	3	4	3
MATH 1513 W1 18SP	3	3	3	3
MATH 1513 W1 18SP	3	2	3	3
MATH 1513 W1 18SP	1	1	1	1
MATH 1513 W1 18SP	4	4	4	3
SOCI 1203 1 16SP	3	3	3	2
SOCI 1203 1 16SP	3	2	2	2
SOCI 1203 1 16SP	3	3	3	3
SOCI 1203 1 16SP	3	3	3	3
SOCI 1203 1 16SP	4	3	3	4
SOCI 1203 1 16SP	3	3	3	3
SOCI 1203 1 16SP	3	2	2	2
SOCI 1203 1 16SP	3	2	2	2
SOCI 1203 1 16SP	4	3	3	3
SOCI 1203 1 16SP	3	3	3	2
SOCI 1203 1 16SP	3	3	3	3
SOCI 1203 1 16SP	4	3	3	3
SOCI 1203 1 16SP	3	3	3	2
SOCI 1203 1 16SP	3	4	4	3
SOCI 1203 1 16SP	3	3	3	2

CAS GenEd Problem Solving	Define Problem [Define Problem]	Identify Strategies [Identify Strategies]	Propose Solutions / Hypotheses [Propose Solutions / Hypotheses]	Evaluate Potential Solutions [Evaluate Potential Solutions]
SOCI 1203 1 16SP	4	4	4	2
SOCI 1203 1 16SP	4	3	3	2
SOCI 1203 1 16SP	4	4	4	4
SOCI 1203 1 16SP	4	3	3	3
SOCI 1203 1 16SP	3	3	4	2
SOCI 1203 1 17SP	2	3	2	3
SOCI 1203 1 17SP	2	2	2	2
SOCI 1203 1 17SP	3	3	3	3
SOCI 1203 1 17SP	4	4	4	3
SOCI 1203 1 17SP	3	2	2	3
SOCI 1203 1 17SP	3	3	3	3
SOCI 1203 1 17SP	3	2	2	2
SOCI 1203 1 17SP	2	2	2	2
SOCI 1203 1 17SP	3	3	2	2
SOCI 1203 1 17SP	3	3	3	3
NATS 1003 18 SP	2	3	3	3
NATS 1003 18 SP	4	4	4	4
NATS 1003 18 SP	2	3	3	3
NATS 1003 18 SP	4	4	4	4
NATS 1003 18 SP	3	3	4	4
NATS 1003 18 SP	2	2	2	2
NATS 1003 18 SP	3	3	3	3
NATS 1003 18 SP	4	4	4	4
NATS 1003 18 SP	2	3	3	3
NATS 1003 18 SP	3	4	4	3
NATS 1003 18 SP	2	3	3	3
NATS 1003 18 SP	4	4	4	4
NATS 1003 18 SP	4	4	4	4
NATS 1003 18 SP	3	3	3	3

CAS GenEd Problem Solving	Define Problem [Define Problem]	Identify Strategies [Identify Strategies]	Propose Solutions / Hypotheses [Propose Solutions / Hypotheses]	Evaluate Potential Solutions [Evaluate Potential Solutions]	
NATS 1003 18 SP		4	4	4	3
NATS 1003 18 SP		4	4	4	4
NATS 1003 18 SP		4	4	4	4
NATS 1003 18 SP		4	4	4	4

CAS GenEd Collaboration	Contributes to Team Meetings [Contributes to Team Meetings]	Facilitates the Contributions of Team Members [Facilitates the Contributions of Team Members]	Individual Contributions Outside of Team Meetings [Individual Contributions Outside of Team Meetings]	Fosters a Constructive Team Climate [Fosters a Constructive Team Climate]
COMM 1103 1 16SP	3	3	3	4
COMM 1103 1 16SP	3	4	4	4
COMM 1103 1 16SP	2	2	2	2
COMM 1103 1 16SP	4	4	4	4
COMM 1103 1 16SP	4	4	4	4
COMM 1103 1 16SP	4	4	4	4
COMM 1103 1 16SP	4	4	4	4
COMM 1103 1 16SP	4	4	4	4
COMM 1103 1 16SP	4	4	4	4
COMM 1103 1 16SP	4	4	4	4
COMM 1103 1 16SP	2	2	2	2
COMM 1103 1 16SP	2	2	2	2
COMM 1103 1 16SP	4	4	4	4
COMM 1103 1 16SP	4	4	4	4
COMM 1103 1 16SP	4	3	3	4
COMM 1103 1 16SP	4	3	3	3
COMM 1103 1 16SP	4	4	4	4
COMM 1103 1 16SP	4	4	4	4
COMM 1103 1 16SP	2	2	2	2
COMM 1103 1 16SP	3	2	2	3
COMM 1103 2 16SP	3	3	2	4
COMM 1103 2 16SP	3	2	2	4
COMM 1103 2 16SP	4	4	4	4
COMM 1103 2 16SP	2	2	3	3
COMM 1103 2 16SP	3	4	4	4
COMM 1103 2 16SP	3	1	1	2
COMM 1103 2 16SP	2	1	0	1
COMM 1103 2 16SP	1	2	1	3

CAS GenEd Collaboration	Contributes to Team Meetings [Contributes to Team Meetings]	Facilitates the Contributions of Team Members [Facilitates the Contributions of Team Members]	Individual Contributions Outside of Team Meetings [Individual Contributions Outside of Team Meetings]	Fosters a Constructive Team Climate [Fosters a Constructive Team Climate]
PSYC 1103 1 16SP	4	4	4	4
PSYC 1103 1 16SP	4	3	4	4
PSYC 1103 1 16SP	3	3	4	4
PSYC 1103 1 16SP	4	4	4	4
PSYC 1103 1 16SP	4	4	3	3
PSYC 1103 1 16SP	4	4	3	4
PSYC 1103 1 16SP	4	4	3	4
PSYC 1103 1 16SP	3	3	3	3
PSYC 1103 1 16SP	4	3	3	3
PSYC 1103 1 16SP	4	3	3	4
PSYC 1103 2 16SP	4	3	3	4
PSYC 1103 2 16SP	4	4	4	4
PSYC 1103 2 16SP	4	3	4	4
PSYC 1103 2 16SP	4	4	4	4
PSYC 1103 2 16SP	4	4	4	3
PSYC 1103 2 16SP	4	3	3	3
PSYC 1103 2 16SP	4	4	4	4
PSYC 1103 2 16SP	4	4	3	4
PSYC 1103 2 16SP	4	3	3	4
PSYC 1103 2 16SP	4	4	4	4
PSYC 1103 2 16SP	4	3	3	3
PSYC 1103 1 17SP	4	4	4	4
PSYC 1103 1 17SP	4	4	4	4
PSYC 1103 1 17SP	4	4	4	4
PSYC 1103 1 17SP	4	4	4	4
PSYC 1103 1 17SP	4	3	3	3
PSYC 1103 1 17SP	3	4	3	3
PSYC 1103 1 17SP	3	3	3	3

CAS GenEd Collaboration	Contributes to Team Meetings [Contributes to Team Meetings]	Facilitates the Contributions of Team Members [Facilitates the Contributions of Team Members]	Individual Contributions Outside of Team Meetings [Individual Contributions Outside of Team Meetings]	Fosters a Constructive Team Climate [Fosters a Constructive Team Climate]
PSYC 1103 1 17SP	3	3	3	3
PSYC 1103 1 17SP	3	3	3	4
PSYC 1103 1 17SP	2	2	2	3
PSYC 1103 1 17SP	3	2	2	3
PSYC 1103 1 17SP	4	2	2	3
PSYC 1103 1 17SP	2	1	1	1
PSYC 1103 1 17SP	3	3	3	3
PSYC 1103 1 17SP	4	4	4	4
PSYC 1103 1 17SP	3	3	3	3
PSYC 1103 1 17SP	3	4	2	3
PSYC 1103 1 17SP	4	4	4	4
PSYC 1103 1 17SP	4	4	3	3
PSYC 1103 1 17SP	3	3	3	3
PSYC 1103 1 17SP	4	4	3	4
PSYC 1103 2 18SP	4	4	4	4
PSYC 1103 2 18SP	3	3	3	3
PSYC 1103 2 18SP	4	3	3	3
PSYC 1103 2 18SP	3	3	3	3
PSYC 1103 2 18SP	4	2	3	3
PSYC 1103 2 18SP	4	4	4	4
PSYC 1103 2 18SP	4	3	3	3
PSYC 1103 2 18SP	3	3	3	3
PSYC 1103 2 18SP	4	3	3	3
PSYC 1103 2 18SP	3	3	4	4
PSYC 1103 2 18SP	4	4	4	4
PSYC 1103 2 18SP	4	3	3	4
PSYC 1103 2 18SP	3	3	3	4
PSYC 1103 2 18SP	4	4	4	4

CAS GenEd Collaboration	Contributes to Team Meetings [Contributes to Team Meetings]	Facilitates the Contributions of Team Members [Facilitates the Contributions of Team Members]	Individual Contributions Outside of Team Meetings [Individual Contributions Outside of Team Meetings]	Fosters a Constructive Team Climate [Fosters a Constructive Team Climate]
PSYC 1103 2 18SP	4	3	4	4
PSYC 1103 2 18SP	3	3	3	3
PSYC 1103 2 18SP	4	3	3	4
PSYC 1103 2 18SP	2	2	3	4

CAS GenEd Global Perspective	Global Self-Awareness [Global Self-Awareness]	Perspective Taking [Perspective Taking]	Cultural Diversity [Cultural Diversity]	Applying Knowledge to Contemporary Global Contexts [Applying Knowledge to Contemporary Global Contexts]
SOCI 2243 1 17SP	2	2	2	2
SOCI 2243 1 17SP	2	1	2	2
SOCI 2243 1 17SP	3	3	3	3
SOCI 2243 1 17SP	3	3	3	3
SOCI 2243 1 17SP	2	2	2	2
SOCI 2243 1 17SP	3	3	3	3
SOCI 2243 1 17SP	2	3	2	3
SOCI 2243 1 17SP	1	2	2	2
SOCI 2243 1 17SP	3	3	3	2
SOCI 2243 1 17SP	2	3	3	2
SOCI 2243 1 17SP	3	3	4	3
SOCI 2243 1 17SP	3	3	4	3
SOCI 1203 1 18SP	3	3	3	2
SOCI 1203 1 18SP	2	3	2	3
SOCI 1203 1 18SP	2	1	2	2
SOCI 1203 1 18SP	3	2	2	3
SOCI 1203 1 18SP	2	1	1	2
HIST 1203 1 18SP	2	3	2	3
HIST 1203 1 18SP	1	2	1	1
HIST 1203 1 18SP	2	1	1	1
HIST 1203 1 18SP	4	4	3	3
HIST 1203 1 18SP	3	2	3	2
HIST 1203 1 18SP	3	3	2	3
HIST 1203 1 18SP	3	2	2	2
HIST 1203 1 18SP	4	3	3	3
HIST 1203 1 18SP	3	3	2	2
HIST 1203 1 18SP	4	3	3	3

CAS GenEd Global Perspective	Global Self-Awareness [Global Self-Awareness]	Perspective Taking [Perspective Taking]	Cultural Diversity [Cultural Diversity]	Applying Knowledge to Contemporary Global Contexts [Applying Knowledge to Contemporary Global Contexts]
HIST 1203 1 18SP	3	3	4	3
HIST 1203 1 18SP	4	4	3	3
HIST 1203 1 18SP	4	4	4	3
HIST 1203 1 18SP	1	1	1	1
HIST 1203 1 18SP	4	4	3	4
HIST 1203 1 18SP	4	2	3	3
SOCI 1203 1 18SP	3	3	4	2
SOCI 1203 1 18SP	3	2	3	3
SOCI 1203 1 18SP	2	1	2	2
SOCI 1203 1 18SP	3	2	3	2
SOCI 1203 1 18SP	2	1	2	2

General Education, Program Review, Section 6

Program Outcome Student Learning Outcome D3 Forms

College-Program (i.e. CAGS/AA): CAGS AA
 Your Name: J Hall

Program Outcome/Student Learning Outcome D3 Form

Please complete the following rubric and return it to the Chair's D3 Rubric, AAIR folder.

Semester	Report Date	Areas of Focus	Action Plan	Timeline	Anticipated Results	Actual Results
Fall 2016	1.26.17	Information Literacy	Provide training to instructors to assist students with seeking and identifying quality resources. Working with the Library to develop student resources for seeking and identifying quality resources.	This will be addressed with instructors in the June ASAS Live Event. The library resources will be developed to come online by July 1, 2017.	Improved scores on the first measure of information literacy in the Fall 2017 assessment.	Scores improved slightly on the first measure (2.69 to 2.71), far less than anticipated.
Spring 2017	7.11.17	Global Awareness	Students do not seem to have a clear global perspective and struggle to use knowledge to connect to global ideas or issues. We will work with instructors and curriculum services to identify ways to increase student exposure to things global through assignments and courses in Fall 17 to reassess in Spring 18.	We will identify possible interventions by September 1, 2017 and implement in courses throughout the Fall.	Improved scores on global awareness assessment in Spring 18, particularly on the last item.	Scores went down on all four measures in Spring 2018. This is an area that needs to be closely examined.

Fall 2017 - AA	2.2.18	Information Literacy	This continues to be an area of struggle for students. We will continue to provide training to instructors in how to help students in this area. Additionally, we will work with the COMM program to identify tools to assist students in evaluating the quality of information sources.	Ongoing throughout the Spring and Summer. New materials will be incorporated by July 11, 2018.	Improved scores on all measures of information literacy in Fall 18.	
Spring 2018	7.26.18	Collaboration	Scores on this item are low across all SLOs. Part of this may be an artifact of the course in which we are assessing this item (MATH 2503). Additional collaborative opportunities will be interoduced into the curriculum and these additional courses assessed next spring.	Ongoing throughout the Fall. New materials will be in place by the January 2019 course start	Improved collaboartion scores in spring 2019 assessment	

College-School (i.e. CAS/American History II): CAS General Education

Chair's Name: J Hall

PO SLO D3 Form

Report Date	Areas of Focus	Action Plan	Timeline	Anticipated Results	Actual Results	Evidence Files
Fall 2016	12.20.16	Digital communication - in this case visual presentations - is an area of struggle for our students. Average scores fell below "Meets Expectations" in all three assessed areas with almost half of students scoring below this threshold in 2 of the 3 areas assessed.	Develop and execute a module teaching students to create effective visual presentations in COMM 1103	To be implemented in Spring 2017	Improved scores on all three assessed areas of digital communication.	

Fall 2016	12.20.16	Oral communication is a skill that does not seem to be translating out of public speaking courses to other classes in which students give presentations.	Work with COMM 1103 instructors to stress the portability of this skill beyond the presentations given in public speaking. Develop additional opportunities for students to practice or have presentations evaluated prior to delivery in other gen ed courses.	Spring 2017	Improvement in oral communication / presentations in gen ed courses beyond COMM 1103.	
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5.23.17	<p>Problem Solving - While this outcome in general seems an area of struggle, students seem particularly unable to formulate viable solutions. There is a lack of ability to think beyond what is or has been done.</p>	<p>This speaks to the lack of critical thinking skills demonstrated by students. I propose a workgroup tasked with exploring the issue and developing interventions to assist students in developing these critical thinking and problem solving skills.</p>	<p>Findings presented in Spring 18, implementation in Fall 18.</p>	<p>Identifying courses and opportunities for students to develop these skills should result in stronger scores in this area on assessments and better work in courses where problem solving is key.</p>		
5.23.17	<p>Global Perspective - Again, this is an area where scores are generally low across all areas of assessment. We are currently not exposing students consistently to global issues and ideas and challenging them to think from a more diverse perspective.</p>	<p>Work with the First Year Evangel program to find ways to incorporate a global perspective into the curriculum, not only for the course, but for the entire first year program.</p>	<p>Identify opportunities, Fall 17. Propose and discuss changes, Spring 18. Implement, Fall 18.</p>	<p>Greater global awareness should create an interest and perspective change for students, allowing to more clearly identify and articulate issues and opportunities from a global perspective. This may also have a positive impact on the problem solving issues mentioned above.</p>		

PO SLO D3 Form

Report Date	Areas of Focus	Action Plan	Timeline	Anticipated Results	Actual Results
2.1.18	Written Communication	Coordinate with the School of English to identify intervention strategies focusing specifically on issues related to "Control of Syntax and Mechanics". This is the lowest this score has been in some time, possibly impacted by the influx of ELL students this semester. Additionally, we will assess written communication again in Spring 18.	Conversations in Spring 18 for implementation in Fall 18	It is hoped the specific focus in this area will result in improved scores on this measure in Fall 18.	
5/21/2018	Global Perspective/applying knowledge to contemporary global issues	a concerted effort will be made to give students opportunities to focus using what they are learning to propose solutions to current world problems	measured again in the Spring of 19	higher scores on Applying Knowledge to Contemporary Global Issues	

General Education, Program Review, Section 7

End of Course D3 Forms

College / School: CAGS / ASAS

Your Name: J Hall

End of Course D3 Form

Quarter	Report Date	Areas of Focus	Action Plan	Timeline	Anticipated Results	Actual Results	Evidence Files
Q1 2016	11/22/2016	Assignment Instructions in the following courses: COMM 1103, NATS 2501, ENGL 2603, UNIV 1123, CRJS 3703,	Several courses were noted by students as having unclear instructions. We will continue to work with Curriculum Services to evaluate those courses and rewrite / update instructions as needed.	Ongoing. This item will be examined again in the Q4 EoCs, giving us six months to make corrections and for the impact of those corrections to take place.	Fewer complaints of confusing instructions.	For the identified classes, there are far fewer comments about confusing instructions in the April and May EoCs than in those from the first quarter. The updated instructions and emphasis to instructors to help clarify seems to have had the intended effect.	MonthlyEoC 2016-2017.xlsx
Q1 2016	11/22/2016	Quizzes seem to be problematic in HIST 2203 and NATS 1303	Review quiz questions in these courses. Determine if quizzes are actually necessary and, if so, fix questions.	Review and corrections completed by April 1, 2017.	Fewer complaints about quizzes.	Q1 EoCs for 17-18 did not include a single comment about quizzes	MonthlyEoC 2017-2018.xlsx Q1

Q2 2016	1/31/2017	Instructor Presence: students noted limited presence in multiple courses	Engage identified instructors with strategies on increasing presence based on the perceived area of lack (discussions, feedback, response time, etc.)	Ongoing. We will evaluate identified instructors in their next course after remediation.	Less notation of lacking presence.	Q4 EoC scores on instructor presence were low, but the comments contained very few references to instructors not being present. This mixed message makes it hard to evaluate the success (so far) of our emphasis on engagement, but the work continues (see Q4).	MonthlyEoC 2016-2017.xlsx specficially April and May
Q3 2017	5.30.17 (original submission lost in crash)	Students were almost universally positive in comments and responses. There was one instructor that had significant issues, but that has been addressed.	Contact Q3 instructors to tell them what a great job they've done	Sent 5.15.17	Encouragement leading to similar work in the future		

Q4 2017	7.12.17	Instructor Presence: Scores on Q3 (3.24) and Q7 (3.12) are unacceptably low.	ASAS Leadership is sending a blanket reminder to all instructors about expectations and how these will be monitored. We are also adding the option of refresher training for those who cannot meet expectations	Reminder will be sent on 7.13.17. Monitoring will continue to be ongoing with remediation contacts made when instructors fail to meet expectations and congratulations sent when instructors exceed expectations. We will examine this area beginning with the 8.29.17 start.	Stronger instructor engagement evidenced by 1) better monitoring scores and 2) higher scores on Q3 and Q7 on future EoCs	Scores on Q3 and Q7 increased in both the first and second quarters of 2017-2018. First Quarter - Q3 (3.44) Q7 (3.28) Second Quarter - Q3 (3.47) Q7 (3.47) There are also far fewer comments about a lack of instructor presence.	MonthlyEoC 2017-2018.xlsx Q1 and Q2

College / School: CAGS / ASAS							
Your Name:	J Hall						

End of Course D3 Form

Quarter	Report Date	Areas of Focus	Action Plan	Timeline	Anticipated Results	Actual Results	Evidence Files
Q1	10.11.17	Students in UNIV 1123 stated the workload in Week 4 (the MFL week) takes away from their ability to prepare for and take the assessment exams.	After reviewing the course, assignments in Week 3 and Week 4 are being swapped to give a less time-intensive assignment in Week 4 along with MFL.	Changes are being implemented in the November starts.	November (and following) EoCs should show fewer student complaints about time stress during Week 4.	After reviewing the EoC comments for Q2, there were no comments about time stress during the MFL week.	2017-2018 EoC spreadsheet
Q2	2.8.18	A number of students in American Lit noted concerns about the emphasis on diverse authors and poetry in the course.	I have reached out to the Am Lit instructors for their feedback on the newly redesigned course to get their take on the complaints and the new open-source textbook. I will also be reviewing the course to identify needed changes.	If identified, changes will be implemented in the Fall 2018 semester.	Fewer comments with concerns about the content of the course.		

Q3	5.15.18	No clear patterns emerged from comments or quantitative scores. As these are Gen Ed courses, it is not surprising that adults students feel less prepared for them. There were sporadic comments about instructor presence, but these were not concentrated around a specific course or instructor.	Continue to work with instructors on presence in courses.				
Q4	7.26.18	Fourth quarter responses mirror those from the third quarter. Recent work to reduce the number of adjuncts to those who most adhere to our expectations seems to be producing good results.	Continue to work with instructors on presence in courses. The ASAS WIG for 18-19 focuses on introducing connective technologies in the hopes of increasing usage by instructors.	Ongoing throughout 2018-2019 academic year	The WIG goal is for 85% of our instructors to be using these technologies at the end of the year.		

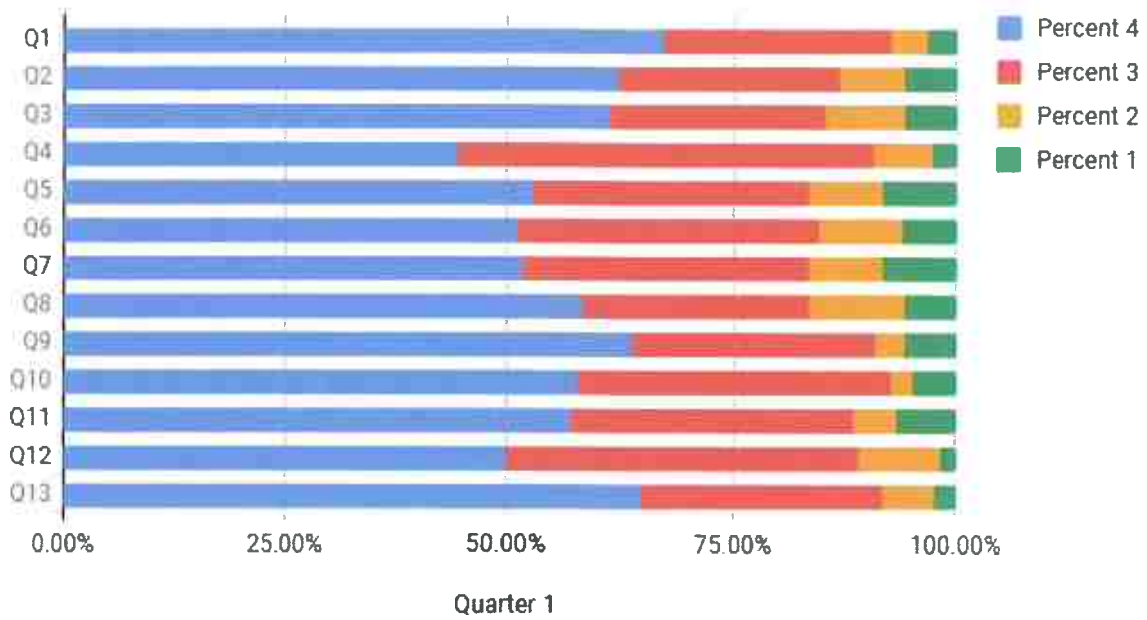
College / School: CAS / Gen Ed							
Report Date: 12/16/16, 5.23.17, 2.8.18							
Chair's Name: J Hall / Chet Horn							
Semester	Report Date	Areas of Focus	Action Plan	Timeline	Anticipated Results	Actual Results	Evidence Files
Fall 2016	12.16.16	Several students mentioned the pace of information given in classes.	Work with adjuncts and faculty to identify ways beyond lecture to convey information to students in order to better use class time and slow down the note-taking process.	Training and conversations will go on throughout the Spring 2017 semester.	Better information transfer and better information retention from students. We should see fewer mentions of pace in Spring EoCs.	SP 17 Update: This seems to continue to be an area of issue, particularly with a new instructor. We will continue to work with this instructor to improve in this area.	SP 17 Gen Ed EoC results
Spring 17	5.22.17	The lowest score is for the question, "Assignments, projects, and homework contributed to my understanding of the class." (Q9). This score was pulled down by responses from two specific courses.	I will work with this instructor over the summer to think about the goals of assignments and their connections to the material with an eye toward revising assignments (as needed) for the Fall 17 semester and beyond.	Conversations and adjustments to take place SU 17 for implementation in FA 17.	Greater student clarity on the connections between assignments and material, reflected in higher scores in this area for this instructor on the FA 17 EoC surveys.	FA17: This continues to be an area of struggle for a particular instructor, but scores have improved and effort is being made in this area.	FA 17 Gen Ed Eoc spreadsheet
Fall 17	2.8.18	Several students made comments about the pace of lecture and note-taking in one instructor's courses.	The instructor and I have spoken about the pace. He is well aware of it and is working to slow down his pace and include other elements that will space out note-taking in his courses.	Adjustments taking place over the SP 18 semester.	Fewer comments of this type in Sp 18 EoCs.		
5/21/2018	part time faculty	WIG focuses on more contact with part time faculty	measured again end of next semester	better satisfaction with part time faculty			

General Education, Program Review, Section 8

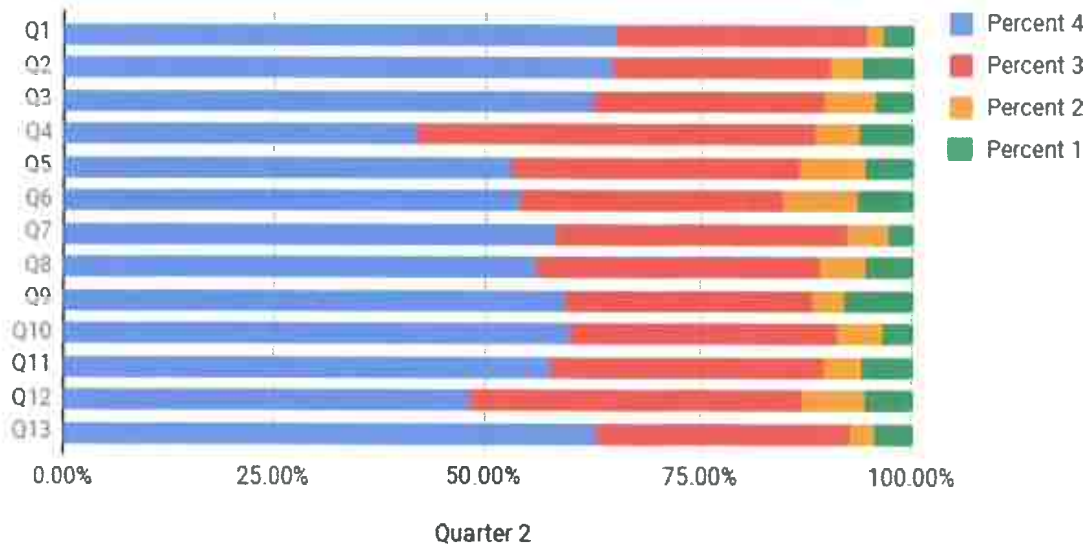
End of Course Evidence

Aggregated Results - CAGS (by quarter)

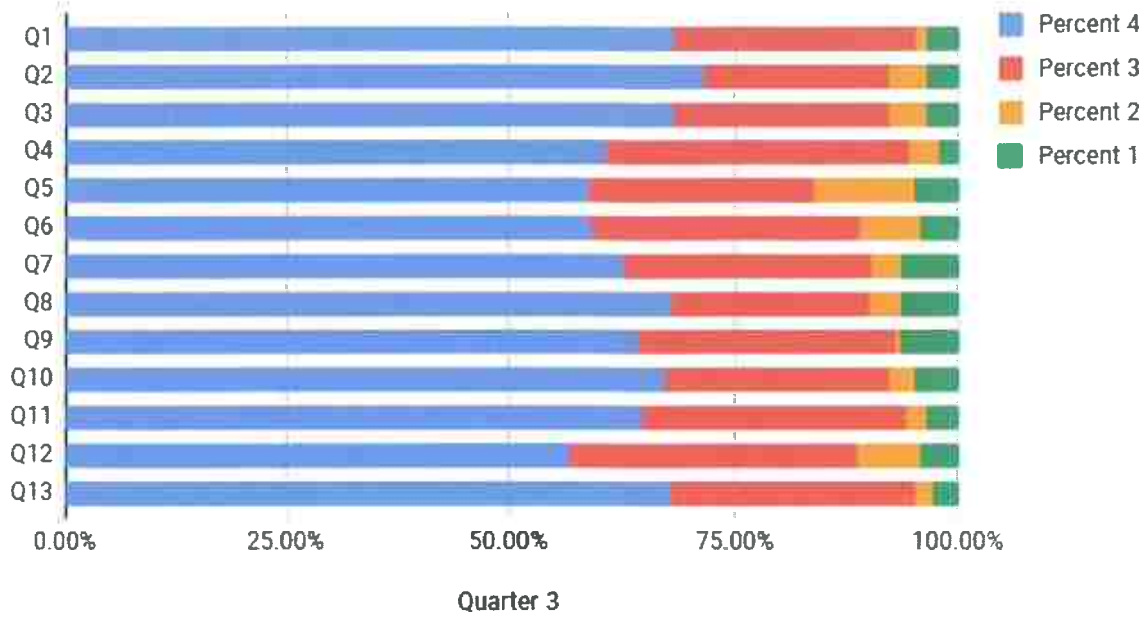
First Quarter EoC Aggregate Results 2017-2018 CAGS Gen Ed



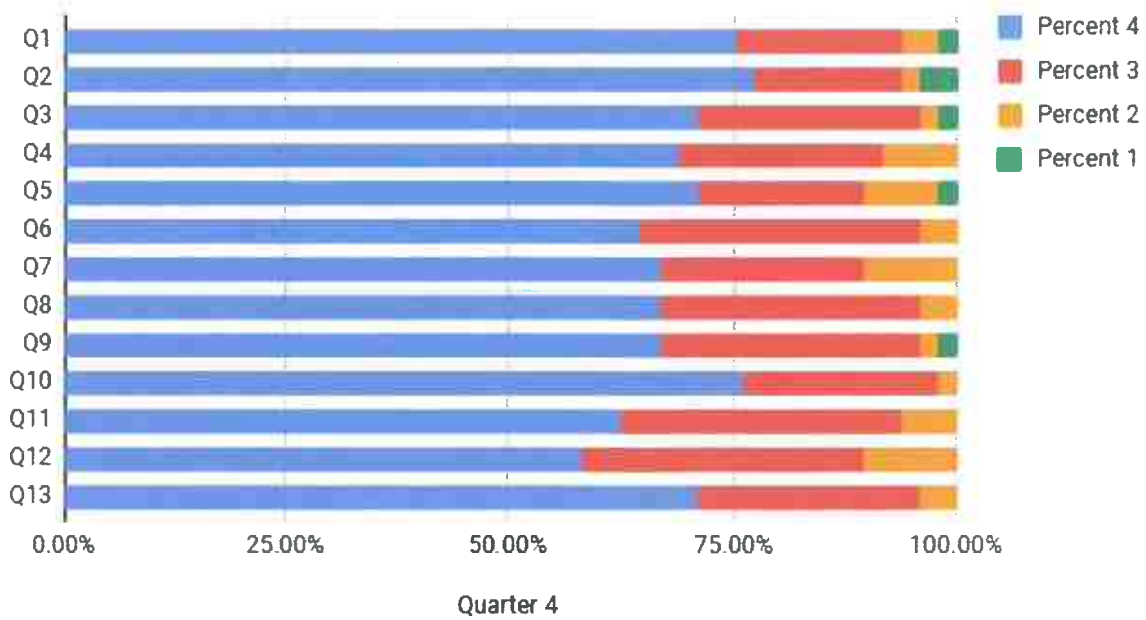
Second Quarter EoC Aggregate Results 2017-2018 CAGS Gen Ed



Third Quarter EoC Aggregate Results 2017-2018 CAGS Gen Ed

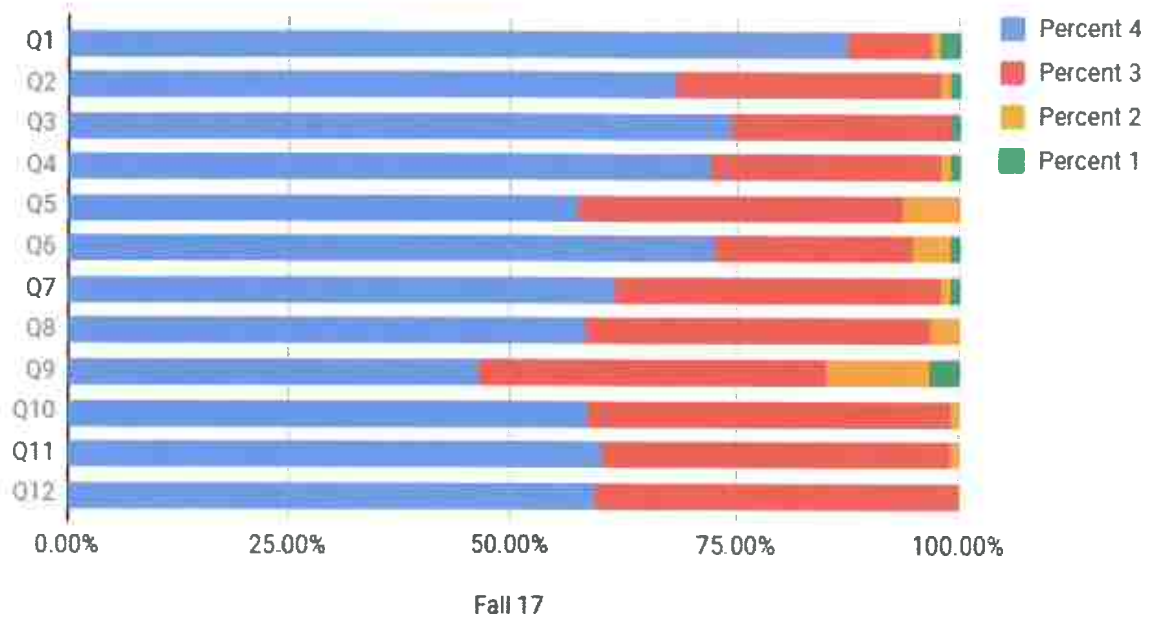


Fourth Quarter EoC Aggregate Results 2017-2018 CAGS Gen Ed

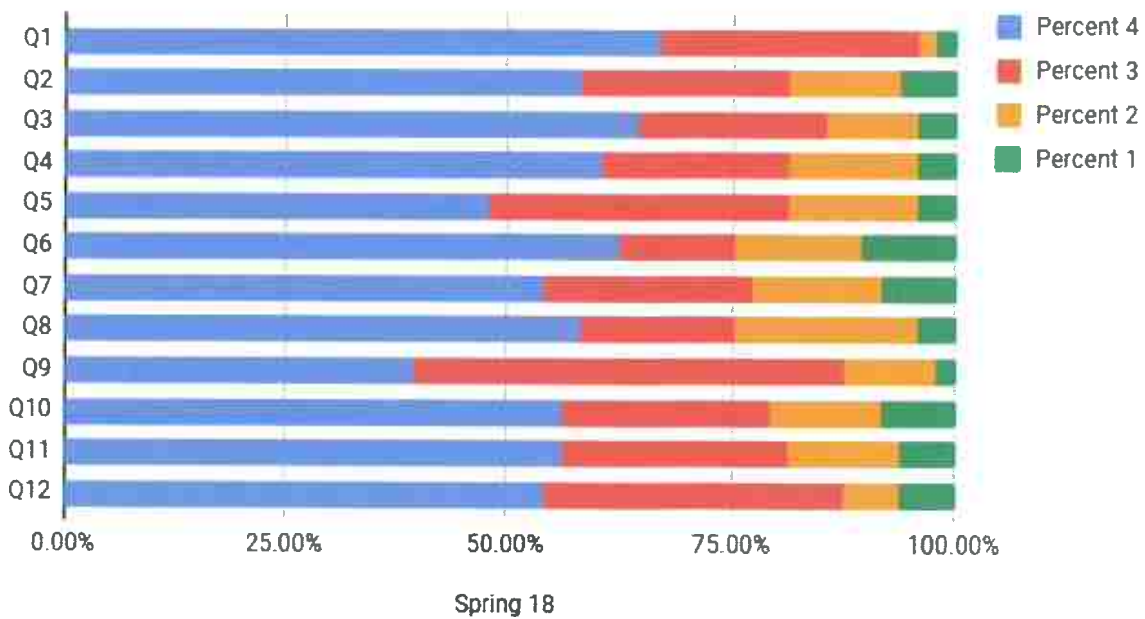


Aggregated Results - CAS (by semester)

Fall 2017 EoC Aggregate Results CAS Gen Ed



Spring 2018 EoC Aggregate Results CAS Gen Ed



General Education, Program Review, Section 9

Curriculum Reviews

Section 4: Projects

Open Source Textbooks

General Education introduced an open-source textbook for Introduction to Sociology in the Fall 2015 semester. This was the first step in an effort to move to open educational resources (OERs) wherever possible in Gen Ed courses to reduce costs for students. Research across the country demonstrates that the use of these resources also has a positive impact on student retention and grades (<https://www.insidehighered.com/digital-learning/article/2018/07/16/measuring-impact-oer-university-georgia>).

Developing courses with OERs was a major emphasis in the 2017-2018 academic year, resulting in 12 courses now featuring OERs, with a 13th (General Biology) scheduled to come online in Spring 2019.

Courses Using OERs (as of July 2018)

COMM 1103 - CAS and CAGS

ENGL 1103 - CAGS

ENGL 1203 - CAGS

ENGL 2603 - CAGS

ENGL 2903 - CAGS

HIST 2103 - CAS (does not run in CAGS)

HIST 2203 - CAS and CAGS

NATS 1303 - CAGS (does not run in CAS)

POLS 1103 - CAS and CAGS

SOCI 1103 - CAS and CAGS

SOCI 1203 - CAS and CAGS

UNIV 1123 - CAGS (does not run in CAS)

Oklahoma Course Equivalency Project

The School of General Education and Adult School of Arts and Sciences participate in the Oklahoma Course Equivalency Project. While many Gen Ed courses are not housed within these schools, faculty from Gen Ed have worked with schools across MACU to develop and prepare courses that meet the standards of the OKCEP. For example, the course descriptions for HIST 1103 (World Civilization I), HIST 2103 (World Civilization II), HIST 2103 (United States History I), HIST 2203 (United States History II), and POLS 1103 (American Federal Government) were changed to match the descriptions used by the state. The title of POLS 1103 was changed for the same reason.

The Course Equivalency Project (CEP) is a postsecondary education resource service that provides course equivalency information to facilitate student transfer within the Oklahoma System of Higher Education. Once a course is accepted as equivalent, that course is accepted at any participating school in Oklahoma. This allows students to more easily transfer credit to MACU.

MACU University Core Courses Recognized by the Oklahoma Course Equivalency Project 2018-2019 Academic Year

Communication

- ENGL 1103 English Comp 1
- ENGL 1203 English Comp 2

History and Government

- POLS 1103 American Federal Government
- HIST 2103 American History 1
- HIST 2203 American History 2

Math

- MATH 2503 College Algebra

Social Sciences

- SOCI 1103 Intro to Sociology
- SOCI 1203 Social Problems
- PSYC 1103 Intro to Psychology

Humanities

- ENGL 2503 American Lit Survey: Before 1865
- ENGL 2603 American Lit Survey: After 1865
- ENGL 2103 British Lit Survey: Middle Ages to Restoration and 18th Century
- ENGL 2203 British Lit Survey: Romantic Period to the Present
- ENGL 2303 World Lit Survey: The Ancient World to the Renaissance
- ENGL 2403 World Lit Survey: Renaissance to the Modern Era
- HIST 1103 History of World Civilization 1
- HIST 1203 History of World Civilization 2

Assessment and Remediation Program - My Foundations Lab

In 2015, ASAS undertook an evaluation of the effectiveness and cost associated with our program of assessment and preparation for students needing additional resources as they started courses with us. At the time, very little was done in the way of evaluation of students and the remediation courses encompassed 12 hours. This created a double bind for us as we didn't really know who needed help and when students were identified, they were given an additional semester of work that did not move them closer to graduation. Additionally, the curriculum was general, meaning students had to sit through five weeks of a course that may only provided assistance in one area of need. After evaluating several options, Ray Dillman, Morgan Thompson, and J Hall determined that Pearson's My Foundations Lab was the best fit for our students. This platform offered a number of advantages:

- The ability to set specific areas to evaluate
- Instant feedback on assessments
- Valid testing measures
- Relatively low cost
- Assessment and remediation within the same platform
- Strong tutorial content to go along with remediation testing
- Individualized feedback and resources tailored to each particular student

In addition to utilizing the MFL platform, the remediation course sequence was reduced from a possible 12 hours (four courses) to a maximum of three hours. Students are enrolled in one, two, or three hours of remediation, based on the number of areas to be covered (math, reading, or English). Students needing only one hour continue in their course sequence, completing MFL along with their next two courses. Students needing additional areas stop out for a course to complete MFL and then resume.

The MFL program was launched in Success at MACU in September 2015. While there have been a number of adjustments to how the material is presented and how the process runs internally, the assessments taken by students have not changed since some initial tweaking was done after the first run of the program. This has given us the opportunity to collect data on the preparedness of incoming students (with low transfer hours) for three years. It has also provided ample data to assess the efficacy of the program in preparing students to succeed in their subsequent math and English courses.

Due to transitions in ASAS over the past few months, MFL data has not been analyzed in 2018. However, the last analysis conducted in 2017 clearly showed students who completed remediation through MFL performed better on their first assignments in math or English (depending on the remediation taken) than students who did not complete the MFL program.

MFL was implemented in CAS in 2016 for students scoring below admissions thresholds in math and english on the ACT. Data analysis has not yet been completed on these students to determine the efficacy of the program for traditional students.

The primary challenge associated with MFL is student completion. While remediation enrollment and completion rates for CAGS students are higher than they were under the previous system, they continue to track below desired benchmarks. The same is true for CAS. Several strategies have been put in place to encourage student completion and the numbers are trending upward. A second challenge, tangentially related to MFL in CAGS, is the number of students who choose not to take math immediately following completion of MFL. The effectiveness of the MFL math remediation is impacted by the time lag between the completion of the program and taking an actual math course. Students continue to be

hesitant about math, even in spite of taking the remediation. Again, we are working on ways to communicate to students the benefits of moving straight from MFL into Business Math.

MFL General Statistics - CAGS

MFL Testing 2015-2018	TOTAL Students Enrolled in Success	Total Enrolled in MFL	Tested Out	No MFL	Needs Reading	Needs Writing	Needs Math
CAGS							
APRIL 2018	38	30	3	5	12	13	24
MARCH 2018	39	27	0	1	19	17	26
FEB 2018	62	75	18	0	32	28	56
JAN 2018	78	75	17	18	32	28	56
NOV 2017	50	28	5	3	22	10	12
OCT 2017	35	34	6	7	19	11	23
SEPT 2017	61	55	3	8	50	12	17
AUG 2017	37	33	7	3	17	12	24
JULY 2017	41	34	15	2	10	10	12
MAY 2017	29	34	5	1	21	21	29
APRIL 2017	31	26	5	1	11	9	9
MARCH 2017	45	42	4	2	21	15	38
FEB 2017	72	69	9	5	43	31	57
JAN 2017	21	16	1	3	9	7	15
NOV 2016	34	28	5	3	22	10	12
OCT 2016	47	49	4	3	44	21	28
SEPT 2016	47	55	3	8	50	12	17
July 2016	39	39	4	9	35	10	18
June 2016	45	45	12	7	31	13	22
May 2016	29	29	1	9	28	8	16
April 2016	64	64	4	17	55	21	31
March 2016	63	63	4	15	55	17	33
Feb 2016	78	78	5	19	72	29	43
Dec 2015	52	52	6	16	42	16	27
Oct 2015	83	83	5	0	75	23	41
Sept 2015	87	87	8	0	66	21	30
Total Enrolled	1307	1250	159	165	893	425	716
			0.1272	0.132	0.7144	0.34	0.5728
Total Percentage of Students			13%	13%	71%	34%	57%

General Education, Program Review, Section 10

Retention/Persistence Rates

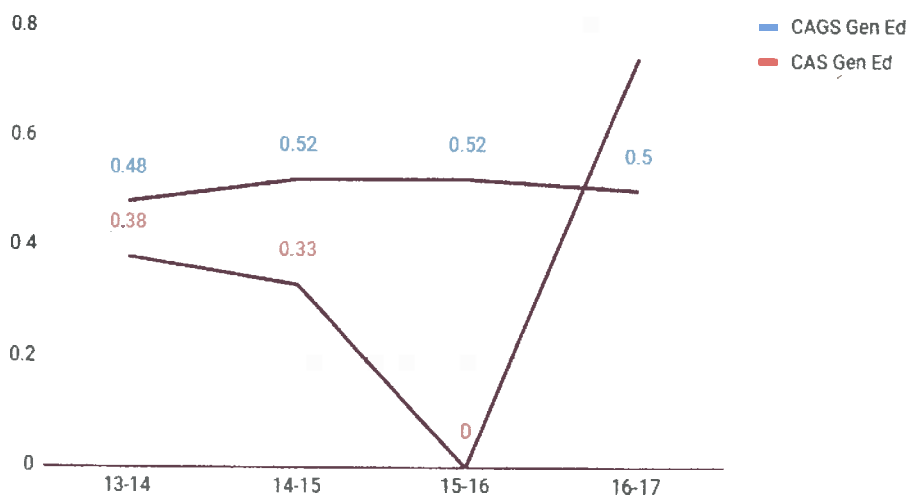
General Education Course Starts and Student Totals, 2017-2018 Academic Year

CAGS Start	Courses	Students	Per Course
Jun 17	27	304	11.26
Jul 17	29	329	11.34
Aug 17	26	337	12.96
Oct 17	30	377	12.57
Nov 17	27	352	13.04
Jan 18	29	401	13.83
Feb 18	28	396	14.14
Mar 18	34	383	11.26
Apr 18	26	301	11.58
May 18	27	299	11.07
Total CAGS	283	3479	12.29
CAS Fall 17	18	337	18.70
CAS Spring 18	15	199	13.30
Total CAS	33	536	16.24

Retention Information by Year - Gen Studies / AA Students Only

	13-14	14-15	15-16	16-17
CAGS Gen Ed	0.48	0.52	0.52	0.5
CAS Gen Ed	0.38	0.33	0	0.74

CAGS Gen Ed and CAS Gen Ed



General Education, Program Review, Section 11

Instructor/Faculty Evaluations

MID-AMERICA CHRISTIAN UNIVERSITY

COLLEGE OF ADULT AND GRADUATE STUDIES (CAGS)

INSTRUCTOR MONITORING REPORT FORM



As part of the mission to serve our students and help instructors to be more effective some key expectations have been incorporated into the Instructor Agreement. They also form the basis of an instructor's period review.

A course you recently taught was reviewed to determine how the interaction with students and engagement in the course aligned with expectations in the Instructor Agreement. It is sincerely hoped this report will help you be more effective as an instructor, and as a result you'll find more fulfillment in working with your students.

	Course ID: UNIV 1123 01W3 Instructor: Ann Barnes # of Courses taught in 2018: 1	Possible Points	Actual Points
A	Discussion comments posted on at least 3 days of the unit.	1	1
B	At least 1/2 of the posts 3 or more sentences in length.	1	1
C	At least 1/2 of the posts include a direct reference reading.	1	1
D	At least 1 post is to refer to a biblical concept or truth	1	1
E	The number of posts are to be <u>at least</u> equal to 1/3 the number of students with no fewer than 4 posts.*	2	2
F	Student's weekly assignments graded and returned to students with comments within 5 days after the due date, or date of late submission.	2	2
G	Grading feedback on all assignments 1) references reading 2) is personalized to the student, 3) is encouraging, and 4) instructive, 5) balancing professionalism and personable-ness.	2	2
		TOTAL	10

1 point scale 0 = No, .5 = Partial, 1= Yes. 2 point scale 0 = No, 1 = partial, 2 = Yes.

Strengths Observed: Great work on another successful class. Your love for teaching shows in every class.

Areas for Improvement: n/a

Additional Comments: Thank you being a part of the MACU family.

Points: 10/10

MID-AMERICA CHRISTIAN UNIVERSITY

COLLEGE OF ADULT AND GRADUATE STUDIES (CAGS)

INSTRUCTOR MONITORING REPORT FORM



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A course you recently taught was reviewed to determine how the interaction with students and engagement in the course aligned with expectations in the Instructor Agreement. It is sincerely hoped this report will help you be more effective as an instructor, and as a result you'll find more fulfillment in working with your students.

	Course ID: HIST 2203 05M1 Instructor: Richard Bruce # of Courses taught in 2017: 2	Possible Points	Actual Points
A	Discussion comments posted on at least 3 days of the unit.	1	n/a
B	At least 1/2 of the posts 3 or more sentences in length.	1	n/a
C	At least 1/2 of the posts include a direct reference reading.	1	n/a
D	At least 1 post is to refer to a biblical concept or truth	1	n/a
E	The number of posts are to be <u>at least</u> equal to 1/3 the number of students with no fewer than 4 posts.*	2	n/a
F	Student's weekly assignments graded and returned to students with comments within 5 days after the due date, or date of late submission.	2	2
G	Grading feedback on all assignments 1) references reading 2) is personalized to the student, 3) is encouraging, and 4) instructive, 5) balancing professionalism and personable-ness.	2	0
		TOTAL	2

1 point scale 0 = No, .5 = Partial, 1= Yes. 2 point scale 0 = No, 1 = partial, 2 = Yes.

Strengths Observed: You were active in class since this is ground class, you are not evaluated on measures A-E.

Areas for Improvement: Your feedback comments did not meet G. They were scripted. not instructive, and very generic. You gave Kristina Pittman "A" on her assignments when they were almost completely plagiarized, which means you unfortunately did not check turnitin.com. Based on your comments on the

students papers, I was not able to identify how you deducted points for assignments?

Additional Comments: For the method you are using to assess assignments is fine, you just need to add more content. Students see this kind of feedback over and over again and they do not feel they are being really assessed but just the standard text. This is what we do not want. We want to give students value and meaningful feedback on their assignments.

Points: 2/4

Evaluator: Trina Arnold

Date: 6/26/2017

MID-AMERICA CHRISTIAN UNIVERSITY

COLLEGE OF ADULT AND GRADUATE STUDIES (CAGS)

INSTRUCTOR MONITORING REPORT FORM



As part of the mission to serve our students and help instructors to be more effective some key expectations have been incorporated into the Instructor Agreement. They also form the basis of an instructor's period review.

A course you recently taught was reviewed to determine how the interaction with students and engagement in the course aligned with expectations in the Instructor Agreement. It is sincerely hoped this report will help you be more effective as an instructor, and as a result you'll find more fulfillment in working with your students.

	Course ID: COMM 1103 06W3 Instructor: Katie Eaves # of Courses taught in 2017: 1	Possible Points	Actual Points
A	Discussion comments posted on at least 3 days of the unit.	1	0
B	At least 1/2 of the posts 3 or more sentences in length.	1	.75
C	At least 1/2 of the posts include a direct reference reading.	1	.75
D	At least 1 post is to refer to a biblical concept or truth	1	0
E	The number of posts are to be <u>at least</u> equal to 1/3 the number of students with no fewer than 4 posts.*	2	.50
F	Student's weekly assignments graded and returned to students with comments within 5 days after the due date, or date of late submission.	2	0
G	Grading feedback on all assignments 1) references reading 2) is personalized to the student, 3) is encouraging, and 4) instructive, 5) balancing professionalism and personable-ness.	2	1
		TOTAL	3

1 point scale 0 = No, .5 = Partial, 1= Yes. 2 point scale 0 = No, 1 = partial, 2 = Yes.

Strengths Observed: You started off strong then something happened about week 3. The first two weeks you gave good feedback.

Areas for Improvement: Staying engaged in class or let me know when life happens (even for instructors) so we can help out if needed. You did not engage in any discussion posts from week three on. That is not acceptable as we need for instructors to always be engaged in class every week. Your

comments on the dropbox assignments were very detailed the first two weeks as well then again, week 3 you start to wane.

Additional Comments:

Points: 3/10

Evaluator: Program Director Trina Arnold

Date: 8/18/2017

General Education, Program Review, Section 12

University Senate Documents Related to Program

Faculty/Senate Checklist – CHANGES (New or Revised Courses/Curriculum Components)

MACU Faculty/Senate Policy Rev. 11/09/2016 Do not change wording on this form

<p>Proposal Request to Make Changes to Existing Curriculum or for new courses: <i>(state primary area of change – name of revised degree, new or revised course, etc.)</i></p>	<p>Proposal to Change: I propose changing the course description for HIST 1103.</p>
<p>Proposal to Change - explain revisions and actions being requested <i>(show changes in strikeout and highlights, e.g., old and new format)</i></p>	
<p>HIST 1103 History of World Civilization I (3 cr.) Significant events, persons, details and cultural patterns from the beginnings of civilization to 1650. The Greco-Roman, medieval, Renaissance, and Reformation periods are carefully examined, with careful attention also given to African, Asian, and Western Hemisphere developments. Offered every fall semester.</p> <p>HIST 1103 History of World Civilization I (3 cr.) A survey of world history from Antiquity to the Medieval Era. Offered every fall semester.</p>	
<p>Rationale <i>(information supporting proposal – why you are making changes)</i></p>	
<p>I am proposing a revision to align with the state CEP common course description.</p>	
<p>Other information <i>(show new courses, course description changes, etc.)</i></p>	
<p>NA</p>	
<p>Correlation to the Assessment System & Program Improvement</p>	
<p>NA</p>	
<p>Budget and Correlation to Strategic Planning <i>(include additional adjunct or any other expected costs)</i></p>	
<p>NA</p>	
<p>Other <i>(Attach all pertinent degree program evaluation forms showing revisions with strikeout and highlights, e.g., old and new format)</i></p>	
<p>NA</p>	
<p>SUBMITTED BY:</p> <ul style="list-style-type: none"> • Name/Title • College/School 	<p>Chet Horn – Co Chair – General Education CAS</p>
<p>Proposed Effective Date:</p>	<p>Spring 2018</p>

Faculty/Senate Checklist – CHANGES (New or Revised Courses/Curriculum Components)

MACU Faculty/Senate Policy Rev. 11/09/2016 Do not change wording on this form

<p>Proposal Request to Make Changes to Existing Curriculum or for new courses: (state primary area of change – name of revised degree, new or revised course, etc.)</p>	<p>Proposal to Change: I propose changing the course description of HIST 1203.</p>
<p>Proposal to Change – explain revisions and actions being requested (show changes in <i>strikeout and highlights, e.g., old and new format</i>)</p>	
<p>HIST 1203 History of World Civilization II (3 cr.) Continuation of 1103 to the present times. Political events, the study of social structures, and cultural history are included, with emphasis given to the Industrial Revolution and the spread of Western institutions and people to all areas of the world. Offered every spring semester.</p> <p>HIST 1203 History of World Civilization II (3 cr.) A survey of world history from the Medieval Era to present. Offered every spring semester.</p>	
<p>Rationale (information supporting proposal – why you are making changes)</p>	
<p>I am proposing a revision to align with the state CEP common course description.</p>	
<p>Other information (show new courses, course description changes, etc.)</p>	
<p>NA</p>	
<p>Correlation to the Assessment System & Program Improvement</p>	
<p>NA</p>	
<p>Budget and Correlation to Strategic Planning (include additional adjunct or any other expected costs)</p>	
<p>NA</p>	
<p>Other (Attach all pertinent degree program evaluation forms showing revisions with <i>strikeout and highlights, e.g., old and new format</i>)</p>	
<p>NA</p>	
<p>SUBMITTED BY:</p> <ul style="list-style-type: none"> • Name/Title • College/School 	<p>Chet Horn – Co Chair – General Education CAS</p>
<p>Proposed Effective Date:</p>	<p>Spring 2018.</p>

Faculty/Senate Checklist – CHANGES (New or Revised Courses/Curriculum Components)

MACU Faculty/Senate Policy Rev. 11/09/2016 Do not change wording on this form

<p>Proposal Request to Make Changes to Existing Curriculum or for new courses: <i>(state primary area of change – name of revised degree, new or revised course, etc.)</i></p>	<p>Proposal to Change: I propose changing the course description for HIST 2103.</p>
<p>Proposal to Change - explain revisions and actions being requested <i>(show changes in strikeout and highlights, e.g., old and new format)</i></p>	
<p>HIST 2103 American History I (3 cr.) A survey course covering the period from the first European discoveries through the founding of the United States up to, but not including, the Civil War. This class and its counterpart, HIST 2203, will prepare a foundation for the more specialized American History classes listed in the catalogue. Offered every fall semester.</p> <p>HIST 2103 American History I (3 cr.) A survey of American history to 1877. Offered every fall semester.</p>	
<p>Rationale <i>(information supporting proposal – why you are making changes)</i></p>	
<p>I am proposing a revision to align with the state CEP common course description.</p>	
<p>Other information <i>(show new courses, course description changes, etc.)</i></p>	
<p>NA</p>	
<p>Correlation to the Assessment System & Program Improvement</p>	
<p>NA</p>	
<p>Budget and Correlation to Strategic Planning <i>(include additional adjunct or any other expected costs)</i></p>	
<p>NA</p>	
<p>Other <i>(Attach all pertinent degree program evaluation forms showing revisions with strikeout and highlights, e.g., old and new format)</i></p>	
<p>NA</p>	
<p>SUBMITTED BY:</p> <ul style="list-style-type: none"> • Name/Title • College/School 	<p>Chet Horn – Co Chair – General Education CAS</p>
<p>Proposed Effective Date:</p>	<p>Spring 2018</p>

Faculty/Senate Checklist – CHANGES *(New or Revised Courses/Curriculum Components)*

MACU Faculty/Senate Policy Rev. 11/09/2016 Do not change wording on this form

<p>Proposal Request to Make Changes to Existing Curriculum or for new courses: <i>(state primary area of change – name of revised degree, new or revised course, etc.)</i></p>	<p>Proposal to Change: I propose changing the course description of HIST 2203 American History II.</p>
<p>Proposal to Change – explain revisions and actions being requested <i>(show changes in strikeout and highlights, e.g., old and new format)</i></p>	
<p>HIST 2203 American History II (3 cr.) A continuation of HIST 2103, covering the period from the Civil War to the present. The student who successfully completes this course will have the opportunity to command a factual knowledge of the history of the United States, understand the importance of the major events in this history, and to possess an informed patriotism about his or her country. Offered every spring semester.</p> <p>HIST 2203 American History II (3 cr.) A survey of American history from 1877 to the present. Offered every spring semester.</p>	
<p>Rationale <i>(information supporting proposal – why you are making changes)</i></p>	
<p>I am proposing a revision to align with the state CEP common course description.</p>	
<p>Other information <i>(show new courses, course description changes, etc.)</i></p>	
<p>NA</p>	
<p>Correlation to the Assessment System & Program Improvement</p>	
<p>NA</p>	
<p>Budget and Correlation to Strategic Planning <i>(include additional adjunct or any other expected costs)</i></p>	
<p>NA</p>	
<p>Other <i>(Attach all pertinent degree program evaluation forms showing revisions with strikeout and highlights, e.g., old and new format)</i></p>	
<p>NA</p>	
<p>SUBMITTED BY:</p> <ul style="list-style-type: none"> • Name/Title • College/School 	<p>Chet Horn – Co Chair – General Education CAS Trina Arnold – Program Director for General Studies and Associate of Arts GAGS</p>
<p>Proposed Effective Date:</p>	<p>Spring 2018</p>

Faculty/Senate Checklist – **CHANGES** (New or Revised Courses/Curriculum Components)

MACU Faculty/Senate Policy Rev. 11/09/2016 Do not change wording on this form

PURPOSE: Request for Approval of Curriculum Revisions

Curriculum proposal for: revision of course title and description for POLS 1103 for CAS/GAGS

Submitted by: Chet Horn and Trina Arnold College/School General Education CAS/CAGS Date: 08/24/17

Process to request approval to revise an existing degree program/concentration/emphasis:

- Fill out the attached Faculty/Senate Proposal form. *Note: this form is not for use to change an existing program into a new degree or emphasis. (approval to develop is not required for any items on this list)*
- Submit your completed proposal and required documentation to the persons listed below for signatures. You may email your proposal to reviewers and attach the email responses to this form – keep in mind the required approval order.
- Proposals with all required signatures should be submitted for inclusion on the Faculty agenda a minimum of 7 days prior to the scheduled meeting.
- Submit your proposal and all supporting documents to the Dean in one electronic Word file. No PDF documents.

<i>Curriculum components</i> Requested change for:	What is needed (<i>show changes in <u>strikeout</u> and <u>highlights</u> format, e.g., old and <u>new</u> format</i>) <i>Use the MACU Catalog for information and format examples</i>
Admission requirements Course description Degree Program name Program description Program outcomes	Submit your completed proposal form showing all revised or new information.
Course (information changes)	Submit your completed proposal form and revised degree evaluation form (<i>if applicable</i>) (A course change includes changes in name, department, prefix, number, level, pre-requisites, and credit hours)
Course (new)	Submit proposal form with course name, prefix, and course description and (CAS) semester rotation and/or (CAGS) length of course use catalog format) and revised degree evaluation form (<i>if applicable</i>)
Degree evaluation form (<i>degree sheet</i>)	Submit your completed proposal form and revised degree evaluation form (the University Registrar or VPAA Office will assist with these changes)

Required Signatures

1. Obtain all signatures **IN THE ORDER LISTED** for purpose of appropriate collaboration, communication and approval.
2. The signature form must always accompany your proposal. You can expect revisions at all levels of review.
3. Changes requested at any level below should be made before you receive that reviewer's signature.
4. Submit your proposal to be listed on the next Faculty Meeting agenda: Upon receipt of notification of approval of your proposal from the VPAA Office - submit an electronic copy of your proposal to the Dean's Administrative Assistant.

Approved: School Chair/Program Director	Date	<i>Comments</i>
Approved: College Dean	Date	<i>Comments</i>
Approved: Vice President for CAGS (CAGS Only)	Date	<i>Comments</i>
Reviewed: University Registrar	Date	<i>Comments</i>
Reviewed: Director of Institutional Effectiveness	Date	<i>Comments</i>
Approved: Vice President for Academic Affairs	Date	<i>Comments</i>

Proposal Request to Make Changes to Existing Curriculum or for new courses: (state primary area of

Proposal to Change: revision of course title and description for POLS 1103

Faculty/Senate Checklist – **CHANGES** (New or Revised Courses/Curriculum Components)

MACU Faculty/Senate Policy Rev. 11/09/2016 Do not change wording on this form

<i>change – name of revised degree, new or revised course, etc.)</i>	
Proposal to Change - explain revisions and actions being requested (show changes in <i>strikeout</i> and <i>highlights</i>, e.g., old and new format)	
<p>POLS 1103 National Government (3 cr.) A study of national government within the United States, with emphasis on the background and development of the Constitution, administration and foreign relations, the functions of the various departments of the government, and the relation of state government. Offered every fall semester.</p> <p>POLS 1103 American Federal Government (3 cr.) A survey study of the history, principles, structure, processes and functions of the United States federal government.</p>	
Rationale (information supporting proposal – why you are making changes)	
<p>The purpose for these changes is to bring our course description more in line with the CEP standard course description in an effort to include the course on the CEP matrix.</p>	
Other information (show new courses, course description changes, etc.)	
NA	
Correlation to the Assessment System & Program Improvement	
NA	
Budget and Correlation to Strategic Planning (include additional adjunct or any other expected costs)	
NA	
Other (Attach all pertinent degree program evaluation forms showing revisions <i>with strikeout</i> and <i>highlights</i>, e.g., old and new format)	
NA	
SUBMITTED BY: <ul style="list-style-type: none"> • Name/Title • College/School 	Chet Horn – Co Chair – General Education CAS Trina Arnold – Program Director for General Studies and Associate of Arts GAGS
Proposed Effective Date:	Spring 2018

General Education, Program Review, Section 13

External Review Documents (Advisory Boards, OEQA, etc.)

General Education, Program Review, Section 14

Professional Development of Faculty Documentation

DEPARTMENTAL DOCUMENTATION OF PROFESSIONAL DEVELOPMENT

Name	Professional Training Attended	Location	Date
Trina Arnold	American Historical Association Conference,	Washington, D.C.	Jan 4-7, 2018
	Oklahoma Historical Society Conference,	Oklahoma City, OK.	April 25-27, 2018
	Oklahoma History Day for Middle and High School Students - Judge	Oklahoma City, OK.	5/2/2018
	Adding Action to Your Online Course: Outside-The-Box Techniques to Increase Student Engagement from a Distance. Inside Higher Ed	Oklahoma City, OK.	3/6/2018
	Tips and tricks for a successful roll out of Daylight	Oklahoma City, OK.	2/21/2018
	"Brain-Based Presenting: Getting the Brain to Pay Attention" IACET	Oklahoma City, OK.	2/1/2018
	Strategies for Succeeding as Adjunct Faculty. Top Hat	Oklahoma City, OK.	11/10/2017
	Intellectual Disabilities and Addiction. IACET	Oklahoma City, OK.	11/2/2017
	Adaptive Testing: The Future of Assessment. IACET	Oklahoma City, OK.	8/10/2017
	Student Success: A New Blueprint for Engagement & Measurement. Portfolium	Oklahoma City, OK.	7/13/2017
	Science of Adult Brains: Communicating to Connect. IACET	Oklahoma City, OK.	6/22/2017
	Teaching with Technology. Inside Higher Ed.	Oklahoma City, OK.	5/23/2017
	The Challenge of Change. Inside Higher Ed.	Oklahoma City, OK.	5/16/2017
Garret Castleberry	Oklahoma Speech, Theatre, and Communication Association Conference	Ada, OK	16 Sep-17
	Pi Kappa Delta Pre-Conference for National Communication Association	Dallas, TX	15 Nov-17
	National Communication Association Conference	Dallas, TX	15-18 Nov-17
	Society for Cinema and Media Studies	Toronto, Ontario, CA	13-18 Mar-18
	UCU Online Software Training (Internal)	Oklahoma City, OK	17 Aug-18
	GIANT Worldwide Leadership Training	Oklahoma City, OK	June-May 17-18
J Hall	Aligning Employers and Institutions with Digital Credentials	webinar	3/16/18
	Why We Moodle	webinar	2/21/18

DOCUMENTATION OF PRESENTATIONS OR SEMINARS GIVEN			
Name	Presentations/Seminars Given	Location	Date
Garret Castleberry	Moderator & Respondant, Speech & Debate Workshops, OSTCA	Ada, OK	16 Sept-17
	"Re-starting Programs and Revitalizing Debate and Forensics." 3rd Annual PKD P	Dallas, TX	11/15/17
	Respondent. Building Debate into the College and University Culture: Strategies fo	Dallas, TX	11/17/17
	Wrestling Fandom and Digital Convergence: The Kitsch Class Consciousness of SiriusXM's Busted Open Radio. Society for Cinema and Media Studies.	Toronto, Ontario, CA	3/17/18
	Top Paper Panel (Dunn, S. Co-author). Narrative Ethnographies of Culture Change	Nashville, TN	4/7/18
	Panel Paper. (Edy, J. Co-author). The Political Economy of Global Memory: Share	Prague, Czech Republic	5/17/18

DOCUMENTATION OF "MEMBERSHIPS IN" OR "APPOINTMENTS TO" PROFESSIONAL ORGANIZATIONS/BOARDS

Name	Membership in Professional Organizations	Professional Appointments	Date
Trina Arnold	The American Political Science Association		2017-2018
	American Historical Association		2017-2018
	The International Association for Continuing Education and Training		2017-2018
	Dr. Annise Mabry Foundation, Inc	Board Member	2016-present
Garret Castleberry	Society for Cinema and Media Studies	Television Studies Special Interest Group	2017-present
	Oklahoma Speech, Theatre, and Communication Association	Conference Manuscript Reviewer	2017-present
	Oklahoma Speech, Theatre, and Communication Association	Chair, Forensics Division	2016-present
	National Communication Association	Conference Manuscript Reviewer	2014-present
	Southern States Communication Association	Conference Manuscript Reviewer - Ethnography Interest Group	2014-present
	Southern States Communication Association	Conference Manuscript Reviewer - Popular Communication Division	2014-present
	The Popular Culture Studies Journal	Assistant Editor, Manuscript Reviewer	2017-present

General Education, Program Review, Section 15

Strategic Plans and Budgets Related to Program (WIG Notebook)



WILDLY IMPORTANT GOALS

CAS 18-19

MACU WIG Statements	LEAD Measure 1	LEAD Measure 2	LEAD Measure 3	Type of Scoreboard
WIG #1 By May 31, 2019, we will create, implement, and sustain a university-wide culture that becomes a REMARKABLE MACU experience.				
WIG #2 By May 31, 2019, the University will exceed its 2018-19 projected net revenue by \$610,000 in order to provide cost of living bonuses, as well as future development initiatives.				
Unit WIG Statements	LEAD Measure 1	LEAD Measure 2	LEAD Measure 3	Type of Scoreboard
The Chair of the School of General Education will move from ad hoc communication with part time faculty to a set schedule of chair initiated contact. This will improve the experience for the part time faculty, and in turn, improve the experience for students.	set aside a specific calendar date to initiate contact with part time faculty	make regularly scheduled contact with part time faculty	address concerns of part time faculty	monthly chart or contact
Provide a summary narrative below of whether the Unit WIGs were achieved. (Deadline every May 31st)				

Goals to Improve Department in the Midst of the Whirlwind
(S.M.A.R.T. Goals)

CAS 18-19

S = Specific, M = Measurable, A = Assignable, R = Realistic, T = Time-bound

Obj. No.	HLC Criterion No.	Specific	Measurable	Action Steps to Achieve Goal (Action Step Statements Begin with Action Verbs - One year or Less in Duration)	Assignable	[Resources Required]			Time-bound	
		Goal Statement	Description (How do we measure our progress? Level of performance expected? What type of data do you have and where is it?)		Person	Estimated Budget	Personnel	Capital Resources	Start	End
1	3	more courses taught by full time faculty	by additional full time faculty hires	identify course needs based on past enrollment identify market rate for discipline specific faculty hire two additional discipline specific general education faculty	Chet Horn Search Committee	NA NA minimum of \$48,000 per year, per new faculty member = \$96,000 per year	2 new faculty hires	2 new/repurposed office spaces	15/08/18	15/05/19
				1.1.4						
				1.1.5						
				1.1.6						
				1.1.7						
				1.1.8						
1		1.2								
				1.2.1						
				1.2.2						
				1.2.3						
				1.2.4						
				1.2.5						
				1.2.6						
				1.2.7						
				1.2.8						
2	3	more flexibility in scheduling courses	decreased scheduling of courses based on availability of part time faculty	identify course needs based on past enrollment hire two additional discipline specific general education faculty	Chet Horn Search Committee	NA minimum of \$48,000 per year, per new faculty member = \$96,000 per year	2 new faculty hires	2 new/repurposed office spaces	15/08/18	15/05/19
				2.1.3						
				2.1.4						
				2.1.5						
				2.1.6						
				2.1.7						
				2.1.8						
3	4	review general education assessment rubric with appropriate discipline specific faculty	full time subject specific faculty review general education assessment rubrics	collect all general education rubrics meet with discipline specific full time faculty	Chet Horn Chet Horn	NA NA			15/08/18	15/05/18
				3.1.3						



WILDLY IMPORTANT GOALS 17-18

MACU WIG Statements	LEAD Measure 1	LEAD Measure 2	LEAD Measure 3	Type of Scoreboard
1. MACU will "put F.E.A.T." to its student-centered services by achieving an annual 5% increase in the overall student satisfaction survey beginning 6/1/15 and ending 5/31/18. (F.E.A.T. = Friendly, Excellent, Accurate, and Timely)				
2. MACU will take a "GIANT step" in developing a "Liberator" culture by starting five core groups each year over the next three years beginning 6/1/15 and ending 5/31/18.				
3. MACU will increase the cash basis net income from the budgeted deficit of -\$641,000 to a break even by May 31, 2017.				
Unit WIG Statements	LEAD Measure 1	LEAD Measure 2	LEAD Measure 3	Type of Scoreboard
AA Increase AA's persistence rate by 5% annually from 2015-2018.	1. Every five weeks, 100% of entering AAE students will have taken an assessment on whether they need remediation or not; of those who do need remediation, 100% are placed in their skilled, competency-based remediation courses.	Ensure quality in instruction by assessing 40% of our current instructors annually to provide a 120% assessment over a three-year period.		
CJ The criminal justice program will be revised to meet the State of Oklahoma's equivalency requirements by May 31, 2017.	Investigate and propose revisions for approval by 9/30/16	Rewrite / develop curriculum for implementation in January 2017		
Provide a summary narrative below of whether the Unit WIGs were achieved. (Deadline every May 31st)				
All WIGs for 17-18 were met. The CJ curriculum was completed over this year. Additionally, the AA retention rate finished 16-17 at 53%, adjusted for students leaving the program to declare a major. This was the final year for this WIG and demonstrates a significant win for the program and for MACU.				



WILDLY IMPORTANT GOALS 18-19

MACU WIG Statements	LEAD Measure 1	LEAD Measure 2	LEAD Measure 3	Type of Scoreboard
WIG #1 By May 31, 2019, we will create, implement, and sustain a university-wide culture that becomes a REMARKABLE MACU experience.				
WIG #2 By May 31, 2019, the University will exceed its 2018-19 projected net revenue by \$610,000 in order to provide cost of living bonuses, as well as future development initiatives.				
Unit WIG Statements	Lag Measure	LEAD Measure 1	LEAD Measure 2	Type of Scoreboard
In support of MACU WIG 1, the Adult School of Arts and Sciences will foster a culture of communication that leads to connection.	By May 31, 2019, 85% of ASAS faculty will be using communication technology (beyond email) to connect with students.	ASAS staff will provide monthly training in the use of communication technologies for faculty.	ASAS staff will monitor faculty through the Adjunct Monitoring System on a weekly basis.	
Provide a summary narrative below of whether the Unit WIGs were achieved. (Deadline every May 31st)				

SPU Objectives (The Whirlwind) 18-19

SPU Obj. #	Brief Statement of Objective
	(Objectives are generalized statements on what the SPU wants to achieve. Think of objectives like broad purpose statements.)
1	Adobe Acrobat Pro DC
2	AA - Discussion Rubrics
3	AA Program Director increase salary by \$5000
4	COMM - Complete the Course-Writing Phase of the Revised Communication, Media, and Ethics degree program
5	COMM - Continue the Development of Educational Outcome Assessment Rubrics for COMM degree (4 new, 6 total)
6	ASAS - CAGS-housed digital equipment to foster a culture of communication that leads to connection
7	
8	
9	
10	

Goals to Improve Department in the Midst of the Whirlwind 18-19
(S.M.A.R.T. Goals)

S = Specific, M = Measurable, A = Assignable, R = Realistic, T = Time-bound

Specific		Measurable	Assignable	[Resources Required]			Time-bound			
Obj. No.	HLC Criterion No.	Goal Statement	Description (How do we measure our progress? Level of performance expected? What type of data do you have and where is it?)	Action Steps to Achieve Goal (Action Step Statements Begin with Action Verbs - One year or Less in Duration)	Person	Estimated Budget	Personnel	Capital Resources	Start	End
1		Annual Subscription to Acrobat Pro DC (for Trina, Genet, Susan, or anyone in ASAS)	Increase productivity to be able to edit pdf documents for faculty documents and be able to change in a Word Document when needed.	Buy the annual plan which ASAS has access	Trina Arnold	Pre-Paid plan \$175.00 per person			asap	ongoing
1				1.1.2						
1				1.1.3						
1				1.1.4						
1				1.1.5						
1				1.1.6						
1				1.1.7						
1				1.1.8						
2		Implement Discussion Rubrics in all General Education Classes	Less subjective grading by measuring actual student work detailed in rubric.	Develop discussion rubrics for all General Education Classes	Trina Arnold with adjunct faculty	NA	Instructional Design and Program Creations	NA	7/1/2018	ongoing
				1.2.1						
				1.2.2						
				1.2.3						
				1.2.4						
				1.2.5						
				1.2.6						
				1.2.7						
				1.2.8						
3		Increase AA Program Director Salary by \$5000	Teaching, developing, and implementing new strategies in the AA Program	2.1.1 Approval by Department Leaders	J. Hall	\$5,000	VP/CFO		8/1/2018	
				2.1.2						
				2.1.3						
				2.1.4						
				2.1.5						
				2.1.6						
				2.1.7						
				2.1.8						

Goals to Improve Department in the Midst of the Whirlwind 18-19
(S.M.A.R.T. Goals)

S = Specific, M = Measurable, A = Assignable, R = Realistic, T = Time-bound

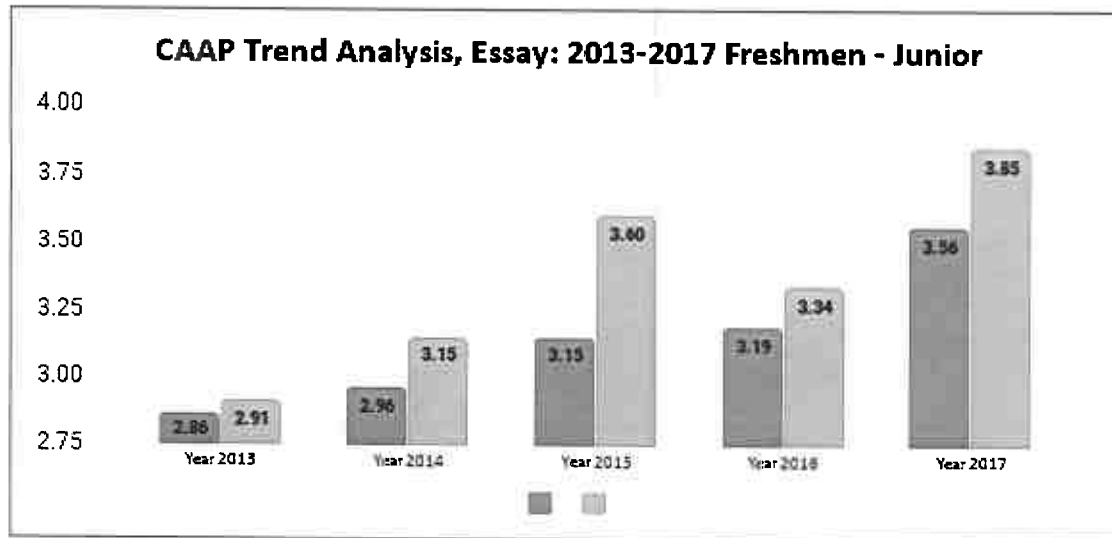
Obj. No.	HLC Criterion No.	Specific	Measurable	Action Steps to Achieve Goal (Action Step Statements Begin with Action Verbs - One year or Less in Duration)	Assignable Person	Resources Required			Time-bound		
		Goal Statement	Description (How do we measure our progress? Level of performance expected? What type of data do you have and where is it?)			Estimated Budget	Personnel	Capital Resources	Start	End	
4		4.1 Complete the Course-Writing Phase of the Revised Communication, Media, and Ethics degree program	Increase in quality, enrollment, and retention in Communication and Ethics program	4.1.1 Continued to rewrite / revise courses for updated program	Garret Castleberry	\$12,000	Content Specialists & Curriculum Staff			6/1/2018	Complete in June 2019
				4.1.2 Enlist, encourage, and inform current faculty as needed						Program Directors & ASAS Coordinators	Ongoing
				4.1.3							
5		5.1 Continue the Development of Educational Outcome Assessment Rubrics for COMM degree (4 new, 6 total)	Rubric development to meet scale and scope of university-wide assessment	5.1.1 Continued to develop rubrics to match the educational outcomes for the revised Communication, Media, and Ethics degree program	Garret Castleberry	N/A	Program Director & VP CAGS	N/A		6/1/2018	Complete in June 2019
				5.1.2 Evaluate student progress in strategically selected courses						Program Director, Specific Instructors & ASAS Coordinators	Ongoing
				5.1.3 Compile and archive assessment data						Program Director & ASAS Coordinator	
6		6.1 CAGS-housed digital equipment to foster a culture of communication that leads to connection	Development of Strategic Training and Orientation Videos recorded with up-to-date equipment (visibly and audibly superior quality) for remarkable training experiences and university branding	6.1.1 Strategically evaluate research process to identify and acquire 4K resolution digital equipment for AV recording and blended course simulation	Garret Castleberry	\$4,000	Program Directors & VP CAGS	CAGS budget		6/1/2018	Complete in Fall 2018 or Spring 2019
				6.1.2 Refine options to short list of potential equipment necessary to strategically improve student-instructor digital communication						CAGS faculty & staff	Ongoing
				6.1.3 Purchase equipment (e.g. digital cameras) to provide multi-purpose strategic communication investment for ASAS-led CAGS initiatives to foster remarkable communication						ASAS Program Directors & VP	
				6.1.4 Initiate development of monthly strategic WGA-based training/orientation videos implementation of lead CAGS WIG						CAGS Program Directors & VPs	
				6.1.4 Utilize equipment for additional curriculum videos including remote lectures, hybrid lectures on ground/online, and alternative media productions designed toward remarkable student experience and consistent and positive culture change						ASAS Faculty/Staff	

General Education, Program Review, Section 16

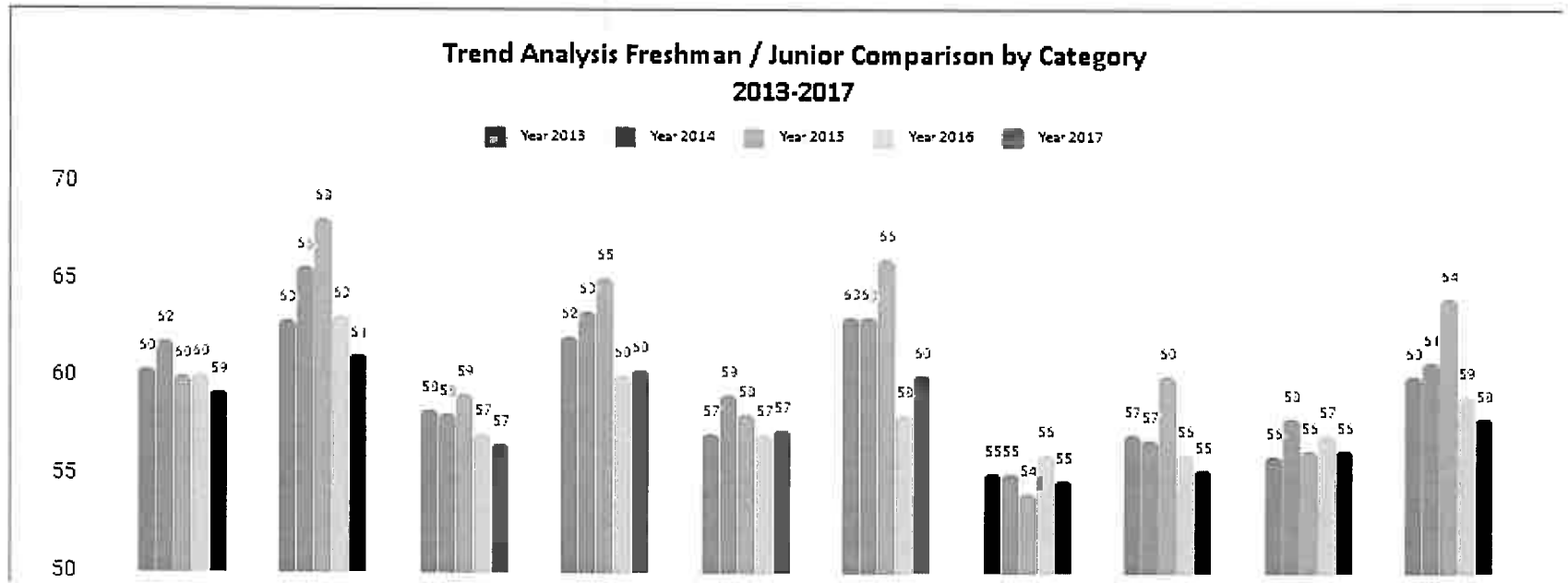
Other Pertinent/Substantive Evidence (i.e. Student Scores on non-MACU Standardized Tests (State/National/Professional); Feedback from Professional Entities that are non-MACU affiliated

CAAP Results and Comparisons: 2013-2017

YEAR	ESSAY COMP		WRITING SKILLS		CRITICAL THINKING		READING		MATH		SCIENCE	
	Freshmen	Junior	Freshmen	Junior	Freshmen	Junior	Freshman	Junior	Freshmen	Junior	Freshmen	Junior
Year 2013	2.86	2.91	60	63	58	62	57	63	55	57	56	60
Year 2014	2.96	3.15	62	66	58	63	59	63	55	57	58	61
Year 2015	3.15	3.60	60	68	59	65	58	66	54	60	56	64
Year 2016	3.19	3.34	60	63	57	60	57	58	56	56	57	59
Year 2017	3.56	3.85	59	61	57	60	57	60	55	55	56	58



YEAR	WRITING SKILLS		CRITICAL THINKING		READING		MATH		SCIENCE	
	Freshmen	Junior	Freshmen	Junior	Freshmen	Junior	Freshmen	Junior	Freshmen	Junior
Year 2013	60	63	58	62	57	63	55	57	56	60
Year 2014	62	66	58	63	59	63	55	57	58	61
Year 2015	60	68	59	65	58	66	54	60	56	64
Year 2016	60	63	57	60	57	58	56	56	57	59
Year 2017	59	61	57	60	57	60	55	55	56	58
Averages	60	64	58	62	58	62	55	57	57	60



General Education, Program Review, Section 17

Program Review Evaluation

Program Review Evaluation
General Education, Fall 2018

Program Strengths

Strong leadership from Horn and Arnold

Implementation of OERs

Effective system of assessment - outcomes, data gathering, and evaluation

Stability of leadership and curriculum

CAGS

- Committed faculty willing to go above and beyond for students
- My Foundations Lab

CAS

- Collaboration with stakeholders across the college

Program Areas for Improvement

Meeting the growing needs of students for preparation

Increased full-time faculty

More consistent adjunct faculty in CAS

Adjunct faculty in specific areas for CAGS on ground courses


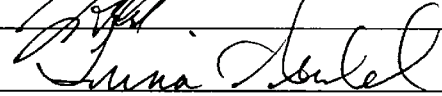
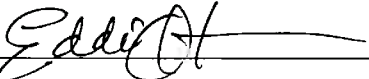
Ongoing faculty development

Program Review Evaluation
General Education, fall 2018


Program Strengths - see previous page

Program Areas for Improvement - see previous page

Program Chairs and Directors: J Hall, Ph.D. , Trina Arnold, Chet Horn

Signature  date signed 5/9/18
Signature  date signed Aug 9, 2018
Signature  date signed 08/15/18


Director of Institutional Effectiveness, Ray Dillman, M.A.

Signature  date signed 8.10.2018

Program Dean (CAGS): J Hall, Ph.D.

Signature  date signed 8/9/18

Program Dean (CAS): Esther Rehbein, M.Ed.

Signature  date signed 8-10-18

Vice-President of Academic Affairs, Dr. Sharon Lease

Signature  date signed 8.10.18