

UL Lafayette General Education Assessment Matrix June 19, 2019

Board of Regents Core	Areas and Goals	Objectives (Students should be able to...)	Recommended Course Options	Assessed in	Instruments / Measures	Criterion of Success					
English Composition (6 hours) ENGL 101-ENGL 102 or the equivalent.	English (6 hours) Students should write effectively	Develop a writing project through multiple drafts	ENGL 101, 102 ESOL 101, 102	ENGL 101, 102	Each spring semester, a random sample of student work from all sections of ENGL 101 and 102 is selected for CEA evaluation. Two outcome per cycle are assessed.	For each outcome, the target is that at least 70% of students will receive a score of satisfactory or higher according to the rubric corresponding to that outcome.					
		Learn to give and act on productive feedback to works in progress									
		Develop facility in responding to a variety of situations and contexts calling for purposeful shifts in voice, tone, level of formality, design, medium, and/or structure									
		Locate and evaluate (for credibility, sufficiency, accuracy, timeliness, bias and so on) primary and secondary research materials, including journal articles and essays, books, scholarly and professionally established and maintained databases or archives, and informal electronic networks and internet sources									
		Use strategies—such as interpretation, synthesis, response, critique, and design/redesign—to compose texts that integrate the writer's ideas with those from appropriate sources									
Practice applying citation conventions systematically in their own work											
Mathematics/Analytical Reasoning (6 hours) With permission of the Dean three hours may be statistics (STAT)	Mathematics / Analytical Reasoning (6 hours). Students should be able to analyze quantitative information in order to solve problems and understand the world.	Use mathematical methods and models to solve quantitative problems and to communicate solutions effectively	MATH 102*, 103*, 105*, 109*, 110, 206, 210 STAT 214	MATH 102, 103, 105, 109 STAT 214	All sections of Math 103, 104 and 105 are assessed using CEA evaluation every fall semester; Beginning spring 2018, every section of STAT 214 assessed every spring Semester.	A student score of 60% of higher is considered satisfactory; the two objectives are considered satisfied when at least 70% of students score satisfactory.					
		Analyze and critically evaluate numerical and graphical data to draw reasonable and valid conclusions about "real-world" solutions.									
Natural Sciences (9 hours) Biology, Chemistry, Geology, Microbiology, Physical Science, or Physics (including both biological and physical sciences, with six hours in the same science).	Natural Sciences (9 hours): Students should be able to understand the nature of scientific knowledge and have a sufficient knowledge base to be familiar with the power and limitations of science as related to contemporary topics.	Apply key processes and scientific reasoning to draw reasonable conclusions within the natural sciences	BIOL 121, 122, 300, 303 ENVS 100, 150, 280 GEOL 105, 106, 110 PHYS 160, 170, 213 CHEM 101, 102	BIOL 121, 122 CHEM 101, 102 ENVS 100, 150 GEOL 105, 106 PHYS 160, 170	CEA evaluation of student work, using a rubric developed by the academic units that accommodate GE requirements: BIOL 121, 122; CHEM 101, 102; ENVS 100, 150; GEOL 105, 106; PHYS 160, 170. Evaluation split fall/spring.	Outcomes will be considered successful or achieved if at least 50% of students meet or exceed Developing performance on rubric.					
		Use critical and logical thinking, knowledge of accepted scientific methods, and appropriate sources to evaluate the credibility of information with scientific content									
		Identify structural components in studied works									
		Recall at least three important characteristics of a studied work									
Fine Arts (3 hours)	Fine Arts (3 hours): Students should understand the nature and value of fine and performing arts.	Place correctly into stylistic or historical categories a core group of art works or components of art works that have been studied	DANC 101, 102, 113, 114 DSGN 121 MUS 100, 104, 105, 106, 108, 109, 321, 322, 323, 324, 325, 326, 360, 364 THEA 161, 261 VIAR 120, 121, 122	Academic overview courses: DSGN 121 (HY) MUS 104, 108 THEA 161 VIAR 120, 121, 122 Applied courses: DANC 101, 102, 113, 114, 323 THEA 261	CEA evaluation in academic overview courses DSGN 121 (HY), MUS 105, MUS 108, MUS 364, THEA 161, THEA 161 (OL), VIAR	Standard Test: Three multiple choice questions are included in the learning assessment tool measuring this learning objective.					
		Demonstrate introductory mastery of basic components of the art form by producing a work of art									
		Demonstrate basic ability to critically discuss work that s/he has created or performed									
		Demonstrate basic ability to critically discuss work created or performed by another person									
		Interpret data, evidence, and arguments using discipline specific criteria									
		Identify theories in the discipline relevant to understanding human behavior and society									
Social/Behavioral Science (6 hours) Anthropology, Criminal Justice, Economics, Geography, Political Science, Psychology, or Sociology	Social / Behavioral Sciences (6 hours): Students will apply critical thought and scientific principles to understanding human behavior and society in a diverse world.	Distinguish the forces shaping human behavior and society	ANTH 100, 210, 202, 203 CIUS 101, 203, 205 ECON 201, 202, 300 GEOG 103, 104, 380 POLS 110, 220, 360, 370 PSYC 110, 220, 255, 311, 312, 370 SOCI 100, 241	own rubric: ANTH 100 CIUS 101 ECON 300 GEOG 103 POLS 110 PSYC 110 SOCI 100	Course embedded assessment using own rubric; beginning fall 2017, courses include ANTH 100, CIUS 101, ECON 300, GEOG 103, POLS 110; PSYC 110, SOCI 100	Student performance judged successful or achieved if at least 80% of students achieve a score of 60% on relevant material.					
		Describe relations among individuals, groups, and society utilizing discipline-specific terminology									
		Recognize the significance of individual, cultural, and societal diversity									
		Read, interpret, and write cogently and critically about diverse literary and cultural texts									
		Demonstrate an awareness of diverse historical perspectives and their significance for the present									
Humanities (9 hours) Literature, Foreign Language, History, Communications, Philosophy, Interdisciplinary Studies	Literature and Humanities (3 hours): Students will think critically, creatively, and independently to understand Historical Perspective (3 hours): Students will think critically, creatively and independently to understand themselves and others as members of their local, regional and global communities and to appreciate a wide variety of cultural expressions. Communication and Language (3 hours): Students will think critically, creatively and independently to understand themselves and others as members of their local, regional and global communities and to appreciate a wide variety of cultural expressions.	Communicate effectively in verbal language	ENGL 201, 202, 205, 206, 210, 211, 212 HIST 100, 101, 102, 221, 222, 223, 224, 307, 330, 355, 343, 351, 352, 321, 322 PHIL 101, 321, 322 CMCN 100, 212, 202, 203, 302, 310, 345 ENGL 223, 360, 365 THEA 261 FREN 101, 102, 201, 202, 216, 301, 316, 332, 361, 362 SPAN 101, 102, 201, 202, 216, 301, 310, 316, 330, 332 GERM 101, 102, 201, 202, 216, 360 ARAB 101, 102 ASL 101, 102, 201	ENGL 201, 202, 205, 206, 210, 211, 212 HIST 100, 101, 102, 221, 222 CMCN 100 THEA 261 FREN 101 GERM 101 SPAN 101 ENGL 365	Assessed in ENGL 201, 202, 205, 206, 210, 211, 212 Department-generated skills-based standardized exam with one question for each competency.	Syllabi will achieve an average of 2.0 (meets expectations). 80% pass rate, with "passing" equivalent to receiving 65% on the exam (2 out of 3 questions correct). 70% of students assessed will score Satisfactory or higher (17 of 24 possible points, or 70%). 80% of students will score 70% or higher 70% of students score a Satisfactory or higher for organization; 85% of students will score a Satisfactory or higher for appropriateness					
		Engage in University-level inquiry that challenges them to formulate appropriate questions, investigate potential answers, and arrive (at least tentatively) at solutions									
		State clearly and defend orally and in writing their ideas, arguments, and research questions									
		Independently investigate answers to questions posed in the course, learn to find information and critically assess the relevance and value of that information vis-à-vis the questions posed, as well as formulate new questions based on the initial inquiry									
		First-Year Seminar					Engage in University-level inquiry that challenges them to formulate appropriate questions, investigate potential answers, and arrive (at least tentatively) at solutions State clearly and defend orally and in writing their ideas, arguments, and research questions Independently investigate answers to questions posed in the course, learn to find information and critically assess the relevance and value of that information vis-à-vis the questions posed, as well as formulate new questions based on the initial inquiry	UNIV 100	UNIV 100	Critical thinking and problem solving—This objective is reported on by the individual instructors of their course section through submission of Critical Thinking activity description and grade distribution. Oral and Written Communication—this objective will begin to be evaluated in Fall 2019 Information Literacy—This objective is evaluated through a pre and post survey conducted in partnership with Dupre Library. The pre-test link is distributed to students at the beginning of semester and the post-test link is distributed to students during the final week of regular instruction.	For this outcome the pass rate will be over 75%. This outcome will be evaluated beginning in Fall 2019. For this outcome, we are striving to raise the pass rate to over 50%.