UL Lafayette General Education Assessment Matrix

GOAL	Specifically, students should be able to:	UL core curriculum areas addressing the goal	Instruments and Measures (IN ADDITION TO SELF-REPORTED PERCEPTIONS OF COMPETENCE MEASURED ON THE GRADUATING SENIOR EXIT SURVEY)[a]	Indicators of Success
1. Communication. Students should communicate effectively in oral and written English.	A. Think critically and read with comprehension. B. Write essays that make arguments appropriately supported by evidence, while synthesizing and documenting sources. C. Speak cogently in presenting information.	English Composition, Communication elective	A. CLA and MAPP B. CLA, iSkills and CEA using ENGL 101 rubric-evaluated essays C. Course-embedded assessment (CEA) evaluation of student oral presentations using a common rubric across the CMCN, ENGL, and THEA departments	CLA – Perform "as expected" on the value-added metric MAPP – Score in the top 50% of national benchmarks[b] iSkills - Score in the top 50% of national benchmarks[b] CEA – 70% of students meet or exceed satisfactory performance on rubric
2. Science. 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	D. Apply key processes and scientific reasoning to draw reasonable conclusions within the natural sciences. E. Use critical and logical thinking, knowledge of accepted scientific methods, and appropriate sources to evaluate the credibility of information with scientific content	Biological & Physical Sciences	D. MAPP and iSkills E. MAPP	MAPP – Score in the top 50% of national benchmarks[b] iSkills - Score in the top 50% (on INTEGRATE Planning an Experiment task) of national benchmarks[b]
3. Humans and Their Contexts. Students should develop awareness of themselves as members of human society and citizens of their own communities.	F. Collect, consume, and critique basic and complex concepts in history and social sciences. G. Understand the diverse and complex nature of humanity H. Create engaged citizens.	Behavioral Sciences, History, other AHBS	F. MAPP G. MAPP and Global Competence Exam H. NSSE; ENGL 102 syllabi indicating diverse cultural readings: data on students' participation in service learning and other regional outreach; faculty and student demographic data	MAPP – Score in the top 50% of national benchmarks[b] Global Competence - At least 70% of the questions will be answered correctly by at least 60% of the respondents. NSSE – Achieve at or above peer scores[b] iSkills - Score in top 50% (on ACCESS & EVALUATE Psychology Topic) of national benchmarks[b] ACT SOS - Achieve at or above peer scores[b]
4. Arts and Letters. Students should understand the nature and value of literature and the fine and performing arts.	I. Interpret and write critically about literary or cultural texts. J. Create, perform, or interpret works of art (visual, musical, design, theatrical, or dance) to describe, analyze and evaluate the context, history, influence, or structure of a particular genre, movement, or work of art.	Literature, Arts elective, other AHBS	I. CEA writing samples from literature courses evaluated using an analysis and interpretation rubric J. CEA in the College of the Arts and NSSE data on student participation in cultural events	CEA – 70% of students meet or exceed satisfactory performance on rubric
5. Quantitative Reasoning. Students should be able to analyze quantitative information in order to solve problems and understand the world.	K. Use mathematical methods and models to solve quantitative problems and to communicate solutions effectively. L. Analyze and critically evaluate numerical and graphical data to draw reasonable and valid conclusions about "real-world" situations.	Mathematics/Statistics	K. MAPP L. MAPP and iSkills	MAPP – Score in the top 50% of national benchmarks[b] iSkills - Score in the top 50% of national benchmarks[b]
6. Information Technology. Students should be able to demonstrate effective use of information technologies.	M. Search electronic sources for information. N. Collect, evaluate and utilize retrieved data to advance arguments. O. Communicate through electronic media.	Information Technology requirement	M.. iSkills and IT Student Perception Survey N. MAPP and CLA/Performance Task O. iSkills	NSSE - Achieve at or above peer scores[b] IT Student Perception Survey - At least 70% of students should self-report that they feel they are "competent" or "very competent" in four major IT: (a) word processing, (b) spreadsheets, (c) presentation software, and (d) databases

[a] *The General Education Committee anticipates that Course-embedded Assessment (CEA) may gradually supplement or replace some or all of the currently utilized instruments and measures. The committee also acknowledges that any measures must eventually be utilized to improve curriculum and instruction. The process does not stop at measurement; rather, the measures must validate that the University is fulfilling its goals and objectives for student learning.*

[b] *The General Education Committee initially established a general " evidence of successful performance" benchmark to be at or above national averages for standardized assessments, 70% of students successfully met the goal for course-embedded rubric-evaluated assessments, and 70% achievement for locally-developed examinations and surveys.*