

UL Lafayette General Education Assessment Matrix May 5, 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 *Only one of MATH 102, 103, 105, 107, 109, and 143 may be used to fulfill three of the required six credit hours.	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 <i>Developing</i> 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.				
		Recall at least three important characteristics of a studied work.				
		Place correctly into stylistic or historical categories a core group of art works or components of art works that have been studied.				
Fine Arts (3 hours)	Fine Arts (3 hours): Students should understand the nature and value of fine and performing arts.	Demonstrate introductory mastery of basic components of the art form by producing a work of	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	CEA evaluation in academic overview courses DSGN 121 (HY), MUS 105, MUS 108, MUS 364, THEA 161, THEA 161 (OL), VIAR CEA evaluation in applied courses DANC	Standard Test: Three multiple choice questions are included in the learning assessment tool measuring this learning objective.
		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.		THEA 261	CEA evaluation in applied courses listed: 101, DANC 102, DANC 113, DANC 114, MUS 323, THEA 261	
		Evaluate data, evidence and arguments critically.				
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.	Understand and identify the forces shaping thought and behavior.	ANTH 100, 210, 202, 203	Course embedded assessment using own rubric: ANTH 100 CJUS 101 ECON 300 GEOG 103 POLS 110 PSYC 110	Course embedded assessment using own rubric; beginning fall 2017, courses include ANTH 100, CJUS 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.
		Identify and summarize the factors influencing theories of human thought and behavior.	CJUS 101, 203, 205			
		Describe the relationships among individual thought and behavior, group behavior, society, and the environment.	ECON 201, 202, 300 GEOG 103, 104, 380 POLS 110, 220, 360, 370			
		Recognize individual, cultural, and societal diversity.	PSYC 110, 220, 255, 311, 312, 370 SOCI 100, 241			
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 themselves and others as members of their local, regional, and global communities and to appreciate a wide variety of cultural expressions.	Read, interpret, and write cogently and critically about diverse literary and cultural texts.	ENGL 201, 202, 205, 206, 210, 211, 212, 215, 216, 312, 319, 320, 371, 332, 333, 341, 342, 350, 370, 380, 381 FREN 302, 322, 311, 392 SPAN 302, 320, 340 GERM 311	ENGL 201, 202, 205, 206, 210, 211, 212	Assessed in ENGL 201, 202, 205, 206, 210, 211, and 212. Literature: Prior to assessing student learning outcomes directly, the faculty chose to first assess the syllabi for courses meeting this general education elective, specifically to assess the extent to which they offered the "diverse literary and cultural texts" called for in the SLO. To that end, they developed a syllabus evaluation rubric.	Syllabi will achieve an average of 2.0 (meets expectations).
		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.	Demonstrate an awareness of diverse historical perspectives and their significance for the present.	HIST 100, 101, 102, 103, 104, 221, 222, 223, 224, 307, 330, 355, 343, 351, 352, 321, 322 PHIL 101, 321, 322	HIST 100, 101, 102, 221, 222	Department-generated skills-based standardized exam with one question for each competency.
	Communication and Language (3 hours): Students will think critically, creatively and independently to		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	CMCN 100 THEA 261	CMCN 100 and THEA 261: Rubric-based evaluation of classroom oral presentation.	70% of students assessed will score of Satisfactory or higher (17 of 24 possible points, or 70%).

	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.	<p>SPAN 101, 102, 201, 202, 216, 301, 310, 316, 330, 332</p> <p>GERM 101, 102, 201, 202, 216, 360</p> <p>ARAB 101, 102</p> <p>ASL 101, 102, 201</p>	<p>FREN 101</p> <p>GERM 101</p> <p>SPAN 101</p>	FREN 101, GERM 101, SPAN 101: ACTFL standard rubric evaluation of writing sample from course embedded final exam sample redacted for course and instructor and graded by multiple faculty members	80% of students will score 70% or higher
				<p>ENGL 365</p>	Rubric based assessment of an oral presentation or interview with focus on organization and context and audience appropriateness	70% of students score a Satisfactory or higher for organization; 85% of students will score a Satisfactory or higher for appropriateness
	<p>First-Year Seminar</p>	<p>Engage in University-level inquiry that challenges them to formulate appropriate questions, investigate potential answers, and arrive (at least tentatively) at solutions.</p> <p>State clearly and defend orally and in writing their ideas, arguments, and research questions.</p> <p>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.</p>	<p>UNIV 100</p>	<p>UNIV 100</p>	<p>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.</p> <p>Oral and Written Communication-this objective will begin to be evaluated in Fall 2019</p> <p>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.</p>	<p>For this outcome the pass rate will be over 75%.</p> <p>This outcome will be evaluated beginning in Fall 2019.</p> <p>For this outcome, we are striving to raise the pass rate to over 50%.</p>