

Program: General Education

Date: June 19, 2012

Completed by: Leticia Steffen (chair, Gen Ed Board)

Please complete this form for each undergraduate, minor, certificate, and graduate program (e.g., B.A., B.S., M.S.) in your department and return it to Erin Frew, [erin.frew@colostate-pueblo.edu](mailto:erin.frew@colostate-pueblo.edu) as an email attachment before June 1, 2012. You'll also find the form at the assessment website at <http://www.colostate-pueblo.edu/Assessment/Resources/Pages/default.aspx>. Thank you.

**I. Program student learning outcomes (SLOs) assessed in this cycle, processes, results, and recommendations.**

A. Which of the program SLOs were assessed during this cycle? Please include the outcome(s) verbatim from the assessment plan.	B. When was this SLO last assessed?	C. What method was used for assessing the SLO? Please attach a copy of any rubrics used in the assessment process.	D. Who was assessed? Please fully describe the student group.	E. What is the expected achievement level and how many students should be at it?	F. What were the results of the assessment?	G. What were the department's conclusions about student performance?	H. What changes/improvements to the <u>program</u> are planned based on this assessment?
Use the English language to communicate with clarity, coherence and persuasiveness, demonstrating critical analysis, logic, precision	The General Education SLOs were developed and adopted in 2009. Critical thinking (SLO #2) was	An essay designed by CSU-Pueblo faculty in the English department and the Exercise	71 freshmen attending orientation in August 2010 and 85 seniors in majors across campus	In a survey distributed to faculty in the spring of 2012, 64 percent of faculty said they want students to	For freshmen, the mean score for written communication was 2.12508, which falls	Students entering the university are below the standard for communication and seniors show some improvement in communication but we would like to see more	The 2012-13 General Education theme centers around two of the SLOs: Communication and Personal Values/Ethics. We will offer a variety of workshops focused on pedagogy designed specifically to help and

<p>and rhetorical awareness. (Communication)</p> <p>Identify and evaluate wellness principles, including mental, emotional and physical health, needed to make informed choices. (Wellness and Well-Being)</p>	<p>evaluated in 2009 using the CAT. Communication, Critical Thinking, Quantitative Reasoning and Scientific Reasoning (SLOs 1, 2, 3 and 4) were evaluated in 2011 using the ETS Proficiency Profile.</p>	<p>Science and Health Promotion department was used (see copy below)</p>	<p>during the Spring 2011</p>	<p>perform “at peer average” (e.g., Meets Standard) in Communication; expected performance in the Wellness and Well-Being SLO will be determined during fall 2012 campus-wide discussions of results hosted by the General Education Board</p>	<p>below the “Meets Standard” score of 3.0; for seniors, the mean score for written communication was 2.41434, which also falls below the “Meets Standard” score of 3.0. For the wellness and well-being component, the mean score for freshmen was 1.0141 and the mean score for seniors was 1.3941. (See full results copied below.)</p>	<p>improvement so that seniors consistently meet the standard in communication. The expectations for learning in wellness and well-being still need to be developed.</p>	<p>encourage faculty to strengthen learning in communication across campus.</p> <p>We still need to determine our expectations, campus-wide, related to the wellness and well-being SLO.</p>

Comments:

**B. Follow-up (closing the loop) on results and activities from previous assessment cycles. In this section, please describe actions taken during this cycle that were based on, or implemented to address, the results of assessment from previous cycles.**

A. What SLO(s) did you address? Please include the outcome(s) verbatim from the assessment plan.	B. When was this SLO last assessed?	C. What were the recommendations for change from the previous assessment?	D. Were the recommendations for change acted upon? If not, why?	E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?
Use the English language to communicate with clarity, coherence and persuasiveness, demonstrating critical analysis, logic, precision and rhetorical awareness.	During the 2010-2011 academic year.	During an campus-wide discussion held in October 2011, faculty discussed the need to develop stronger expectations in the communication, critical thinking, quantitative reasoning and scientific reasoning SLOs. The Gen Ed Board will continue to focus on the different SLOs during	The Gen Ed Board continues to support faculty development workshops to encourage continued discussion and pedagogical support to help strengthen learning in communication, critical thinking, scientific reasoning and quantitative reasoning across campus.	The workshops have been successful in terms of pulling faculty together and discussing important issues that need to be addressed related to student learning in these SLOs. Future workshops will be centered on successful methods faculty are using in the classroom to strengthen student learning in communication, critical thinking, scientific reasoning and quantitative reasoning.

<p>(Communication )</p> <p>Identify, analyze and evaluate arguments and sources of information to make informed and logical judgments, to arrive at reasoned and meaningful arguments and positions, and to formulate and apply ideas to new contexts. (Critical Thinking)</p> <p>Apply numeric, symbolic and geometric skills to formulate and solve quantitative problems. (Quantitative Reasoning)</p> <p>Apply the scientific</p>		<p>theme-related activities throughout each academic year. The activities will include workshops for faculty providing them with pedagogical tools to help strengthen student learning in these SLOs.</p>		
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method, laboratory techniques, mathematical principles and/or experimental design. (Scientific Reasoning)				

Comments:

**CSU-Pueblo General Education Communication/Wellbeing Essay January 2012**

<b>Artifact Number:</b>		<b>Reviewer Initials:</b>		
Writing Quality	Exceeds Standard	Meets Standard	Just Below Standard	Far From Standard
	4	3	2	1
Thesis/Purpose Statement	Clearly and concisely states the paper's purpose in a single sentence, which is engaging and thought provoking.	Clearly and concisely states the paper's purpose in a single sentence.	States the paper's purpose in a single sentence.	Incomplete and/or unfocused. Thesis/purpose statement is absent.
Introduction	Introduction is engaging and states the main position; previews the structure (key points) of the paper.	Introduction states the main position and previews the structure (key points) of the paper.	The introduction states the main position but does not adequately preview the structure (key points) of the paper.	There is no clear introduction or main position and the structure of the paper is missing.
Essay Organization	Each paragraph has thoughtful supporting detail sentences, which develop the main position.	Each paragraph has sufficient supporting detail sentences, which develop the main position.	Each paragraph lacks supporting detail sentences, or essay is not written utilizing paragraph structure.	Each paragraph fails to support the main position, and essay is not written utilizing paragraph structure.
Conclusion	The conclusion is engaging, restates the main position, and summarizes the supporting evidence.	The conclusion is engaging and restates the main position.	The conclusion restates the main position.	Incomplete and/or unfocused. Does not restate the main position.
Mechanics/Usage	Almost no errors in punctuation, capitalization, spelling, sentence structure and word usage; transitions are used consistently.	Some errors in punctuation, capitalization, spelling, sentence structure and word usage; transitions are used inconsistently.	Many errors in punctuation, capitalization, spelling, sentence structure and word usage; transitions are used minimally.	Incomplete and/or unfocused; transitions are used inappropriately (e.g., mid-paragraph).
Dimensions of Wellness	Exceeds Standard	Meets Standard	Just Below Standard	Far From Standard
	3	2	1	0
Development of Idea	Includes many relevant and specific points related to health and wellness, which demonstrate the student's ability to elaborate on his/her position regarding the worth, or insignificance, or a required wellness/well-being class.	Includes some relevant points related to health and wellness which demonstrate the student's ability to elaborate on his/her position regarding the worth, or insignificance, or a required wellness/well-being class.	Includes few relevant points related to health and wellness, but does not demonstrate the student's ability to elaborate on his/her position regarding the worth, or insignificance, or a required wellness/well-being class.	Does not include any relevant statements related to health and wellness in his/her position regarding the worth, or insignificance, of a required wellness/well-being class.
Supports Required Class?:	Yes	No		

Wellness Essay 2010-2011  
Summary of Results for Freshman and Seniors  
Prepared by E. Frew, March 2012

## Freshman

		Statistics					
		Purpose	Introduction	Organization	Conclusion	Mechanics	Development
N	Valid	71	71	71	71	71	71
	Missing	0	0	0	0	0	0
Mean		2.3268	2.0803	1.9521	1.8085	2.4577	1.0141
Median		2.5000	2.0000	2.0000	2.0000	2.3000	1.0000
Mode		3.00	2.00	2.00	2.00	2.30 <sup>a</sup>	1.00
Std. Deviation		.66375	.58423	.64606	.59348	.66109	.60245
Variance		.441	.341	.417	.352	.437	.363
Range		3.00	2.50	2.70	3.00	3.00	2.70
Minimum		1.00	1.00	1.00	1.00	1.00	.00
Maximum		4.00	3.50	3.70	4.00	4.00	2.70

a. Multiple modes exist. The smallest value is shown

## Frequency Table

		Purpose			Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	1.00	6	8.5	8.5	8.5
	1.30	2	2.8	2.8	11.3
	1.50	7	9.9	9.9	21.1
	2.00	8	11.3	11.3	32.4
	2.30	9	12.7	12.7	45.1
	2.50	11	15.5	15.5	60.6
	2.70	12	16.9	16.9	77.5
	3.00	14	19.7	19.7	97.2
	3.50	1	1.4	1.4	98.6
	4.00	1	1.4	1.4	100.0
	Total	71	100.0	100.0	

### Introduction

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	6	8.5	8.5	8.5
	1.50	9	12.7	12.7	21.1
	1.70	5	7.0	7.0	28.2
	2.00	24	33.8	33.8	62.0
	2.30	11	15.5	15.5	77.5
	2.50	4	5.6	5.6	83.1
	2.70	3	4.2	4.2	87.3
	3.00	6	8.5	8.5	95.8
	3.30	1	1.4	1.4	97.2
	3.50	2	2.8	2.8	100.0
	Total	71	100.0	100.0	

### Organization

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	9	12.7	12.7	12.7
	1.30	1	1.4	1.4	14.1
	1.50	14	19.7	19.7	33.8
	1.70	7	9.9	9.9	43.7
	2.00	21	29.6	29.6	73.2
	2.30	5	7.0	7.0	80.3
	2.50	2	2.8	2.8	83.1
	2.70	2	2.8	2.8	85.9
	3.00	7	9.9	9.9	95.8
	3.30	1	1.4	1.4	97.2
	3.50	1	1.4	1.4	98.6
	3.70	1	1.4	1.4	100.0
	Total	71	100.0	100.0	



### Conclusion

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	13	18.3	18.3	18.3
	1.30	3	4.2	4.2	22.5
	1.50	15	21.1	21.1	43.7
	1.70	4	5.6	5.6	49.3
	2.00	18	25.4	25.4	74.6
	2.30	8	11.3	11.3	85.9
	2.50	4	5.6	5.6	91.5
	2.70	4	5.6	5.6	97.2
	3.00	1	1.4	1.4	98.6
	4.00	1	1.4	1.4	100.0
	Total	71	100.0	100.0	

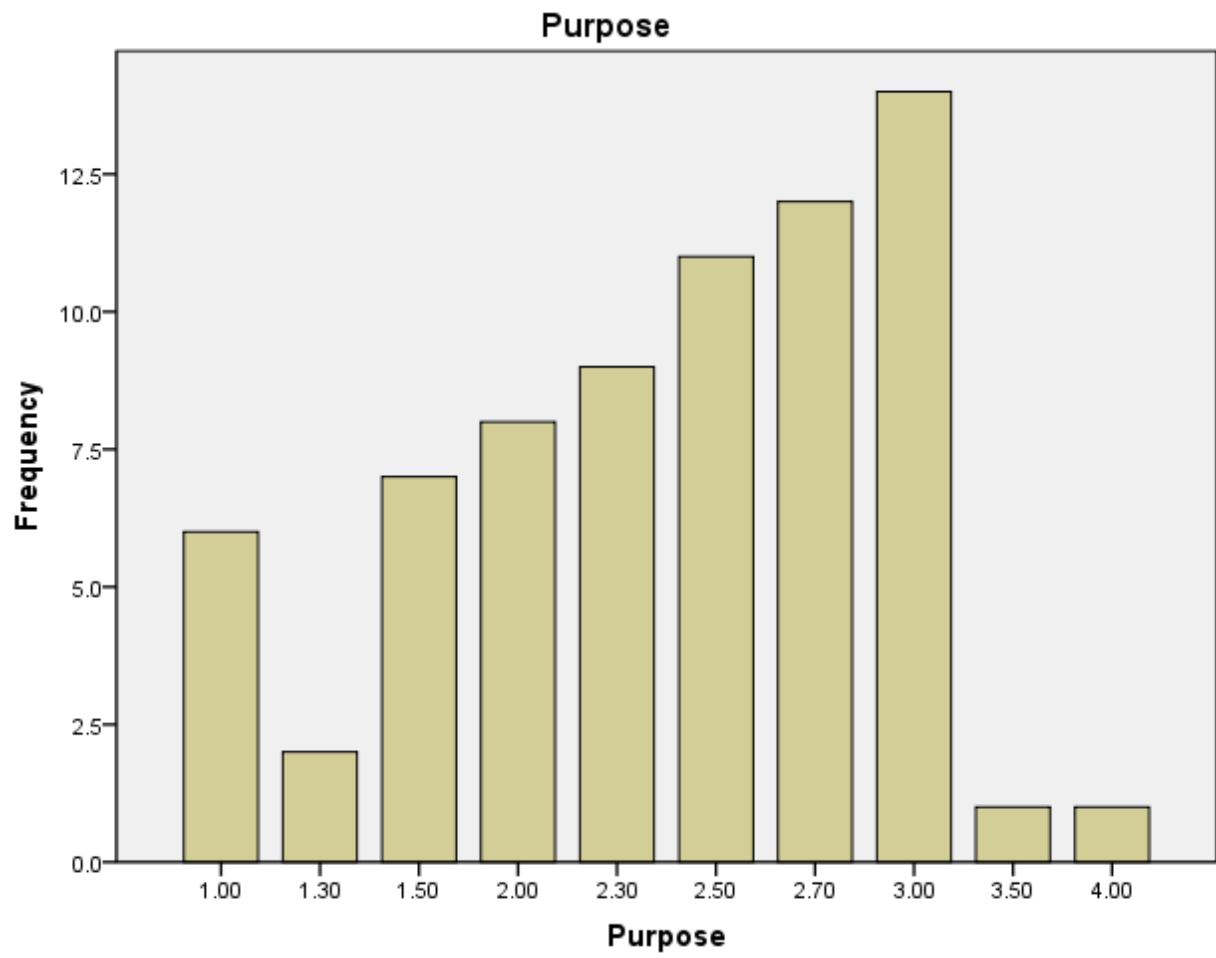
### Mechanics

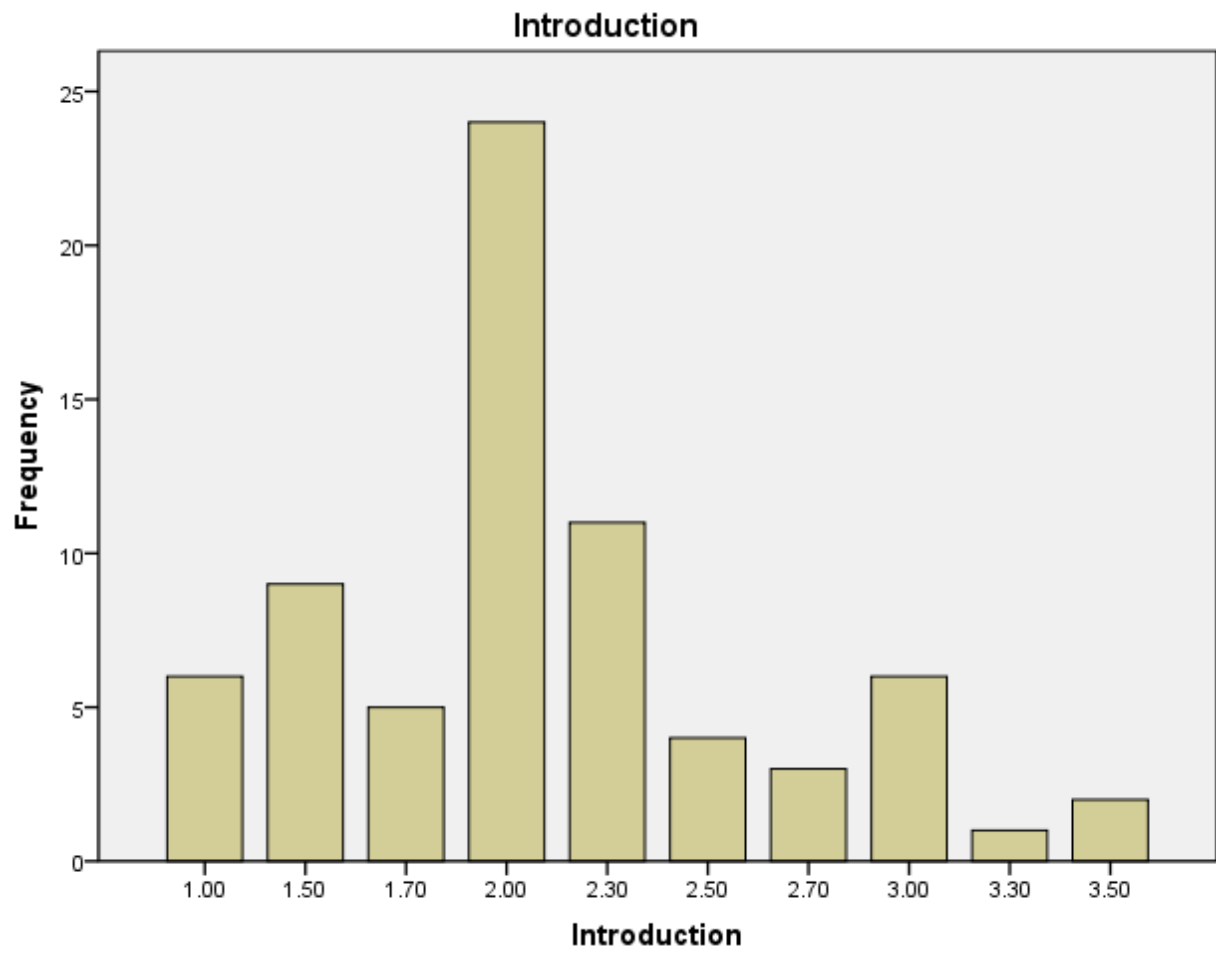
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	3	4.2	4.2	4.2
	1.50	5	7.0	7.0	11.3
	1.70	1	1.4	1.4	12.7
	2.00	13	18.3	18.3	31.0
	2.30	14	19.7	19.7	50.7
	2.50	9	12.7	12.7	63.4
	2.70	5	7.0	7.0	70.4
	3.00	14	19.7	19.7	90.1
	3.50	2	2.8	2.8	93.0
	3.70	3	4.2	4.2	97.2
	4.00	2	2.8	2.8	100.0
	Total	71	100.0	100.0	

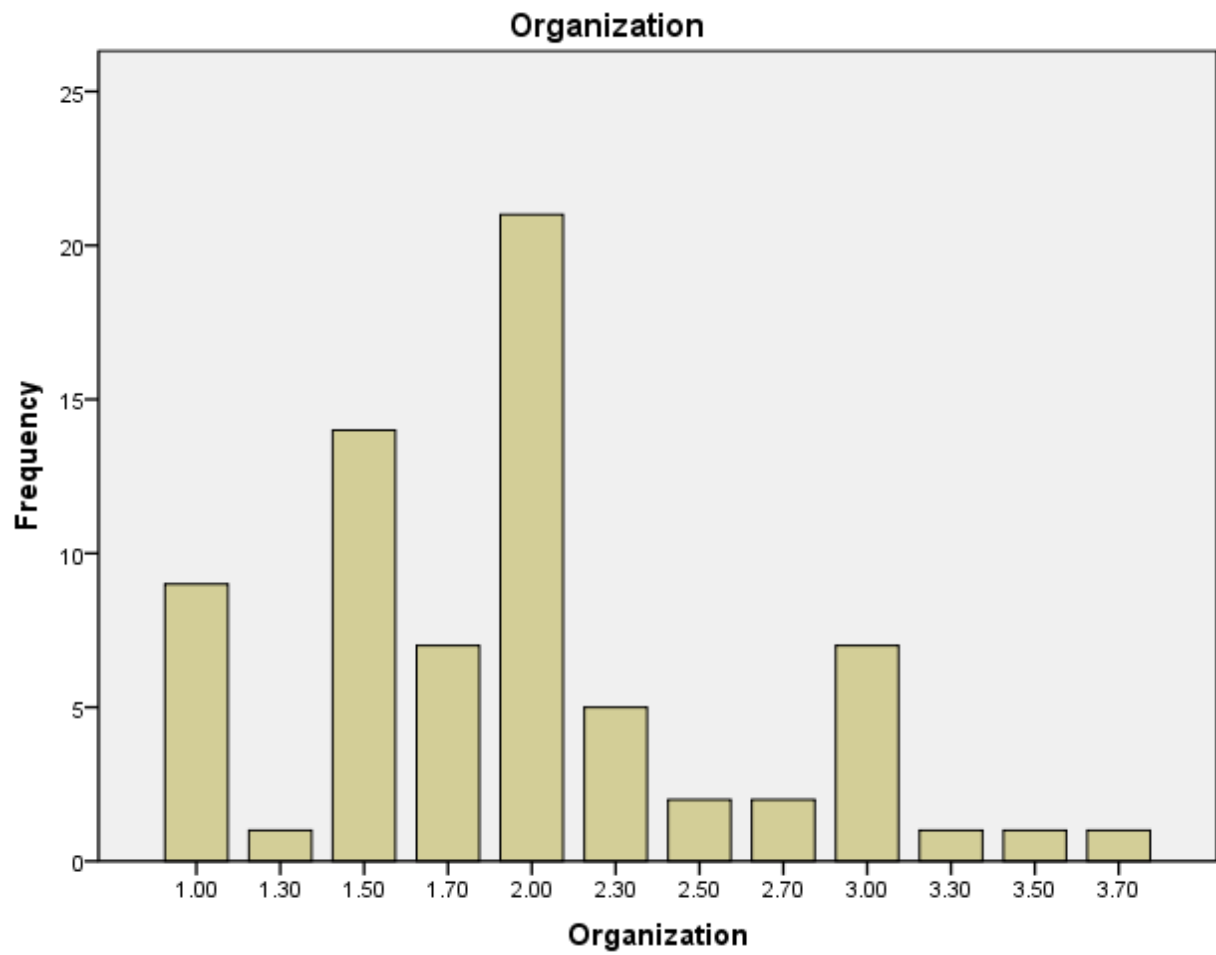
**Development**

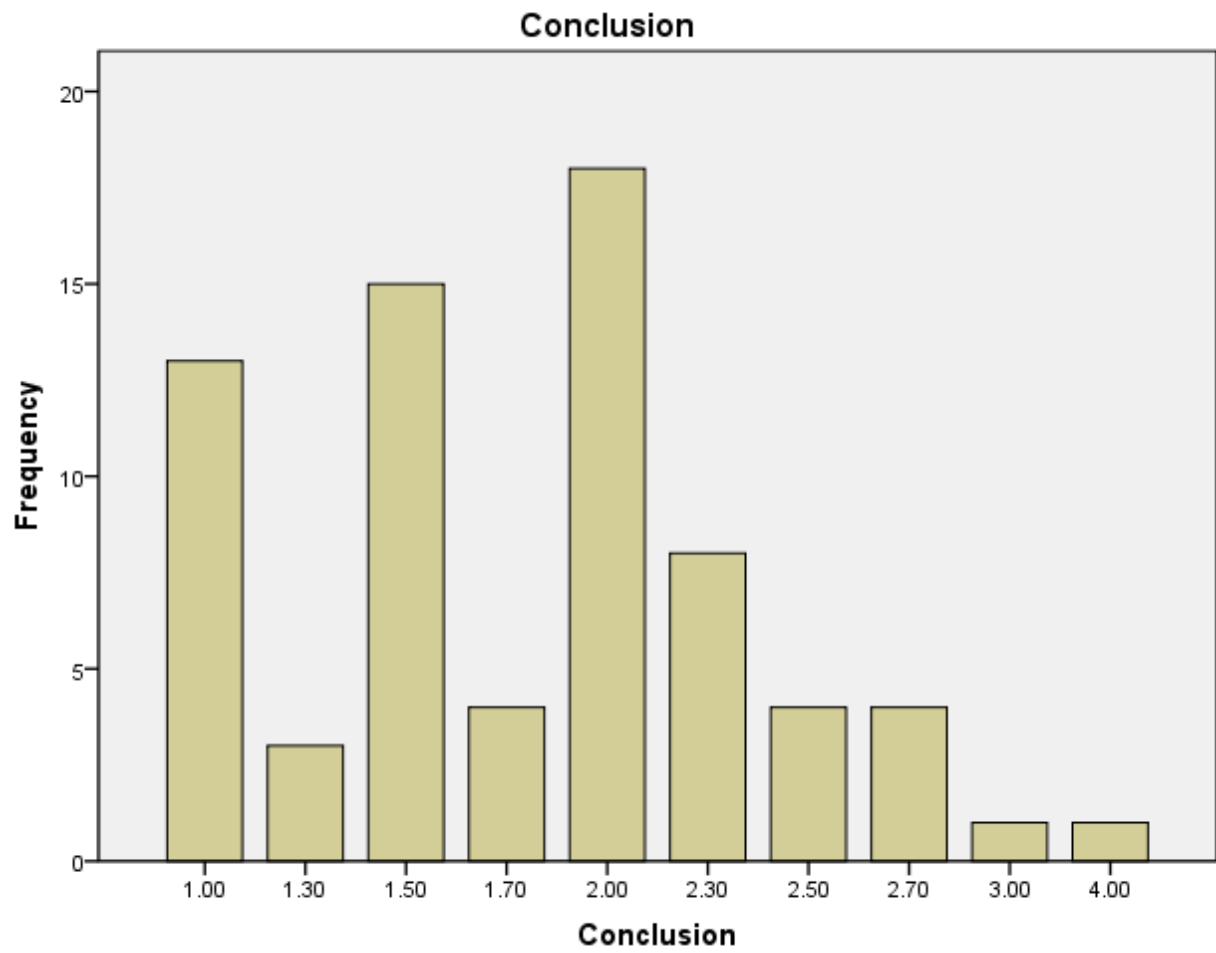
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	6	8.5	8.5	8.5
	.30	2	2.8	2.8	11.3
	.50	9	12.7	12.7	23.9
	.70	10	14.1	14.1	38.0
	1.00	25	35.2	35.2	73.2
	1.30	2	2.8	2.8	76.1
	1.50	3	4.2	4.2	80.3
	1.70	3	4.2	4.2	84.5
	2.00	10	14.1	14.1	98.6
	2.70	1	1.4	1.4	100.0
	Total	71	100.0	100.0	

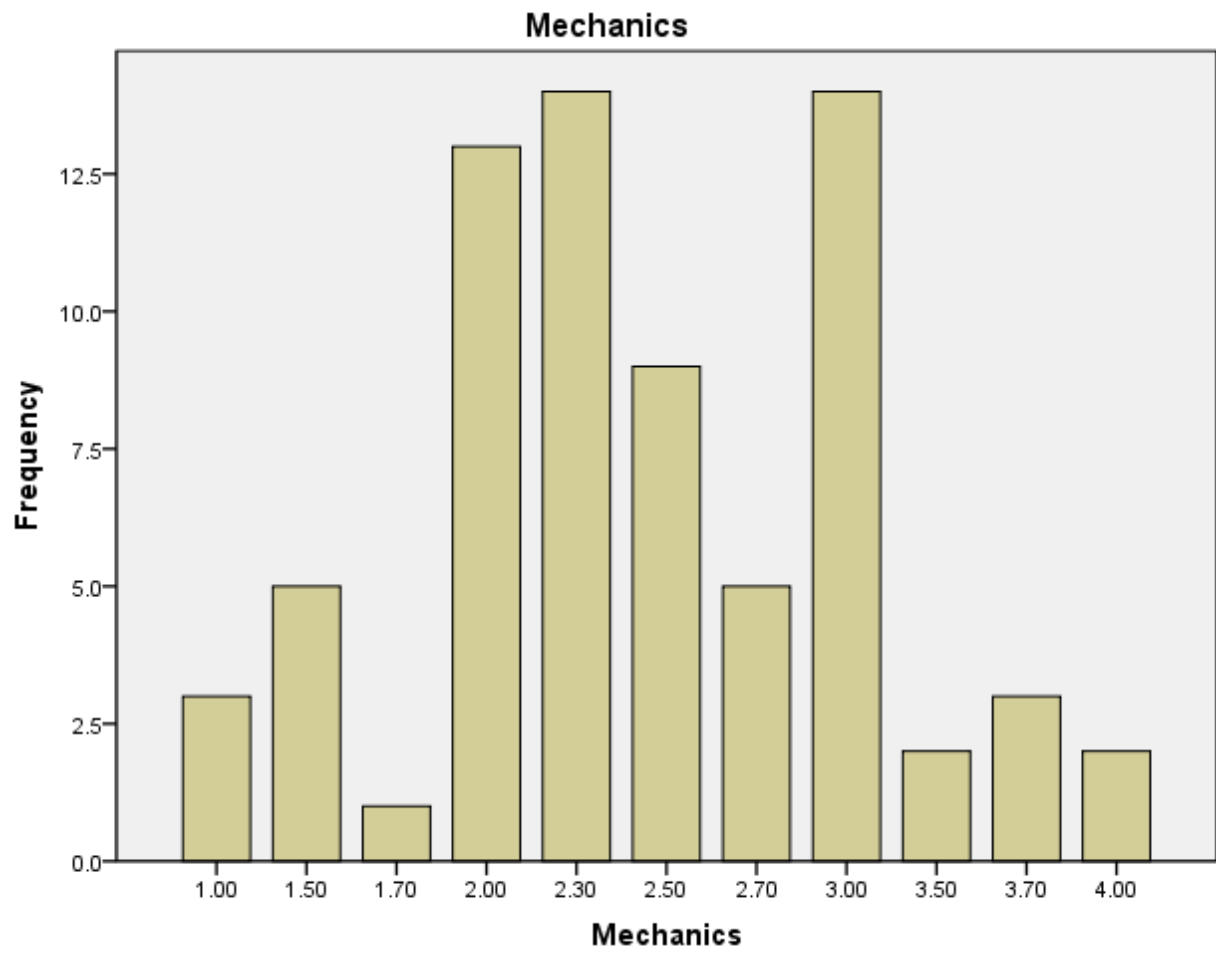
## Bar Chart

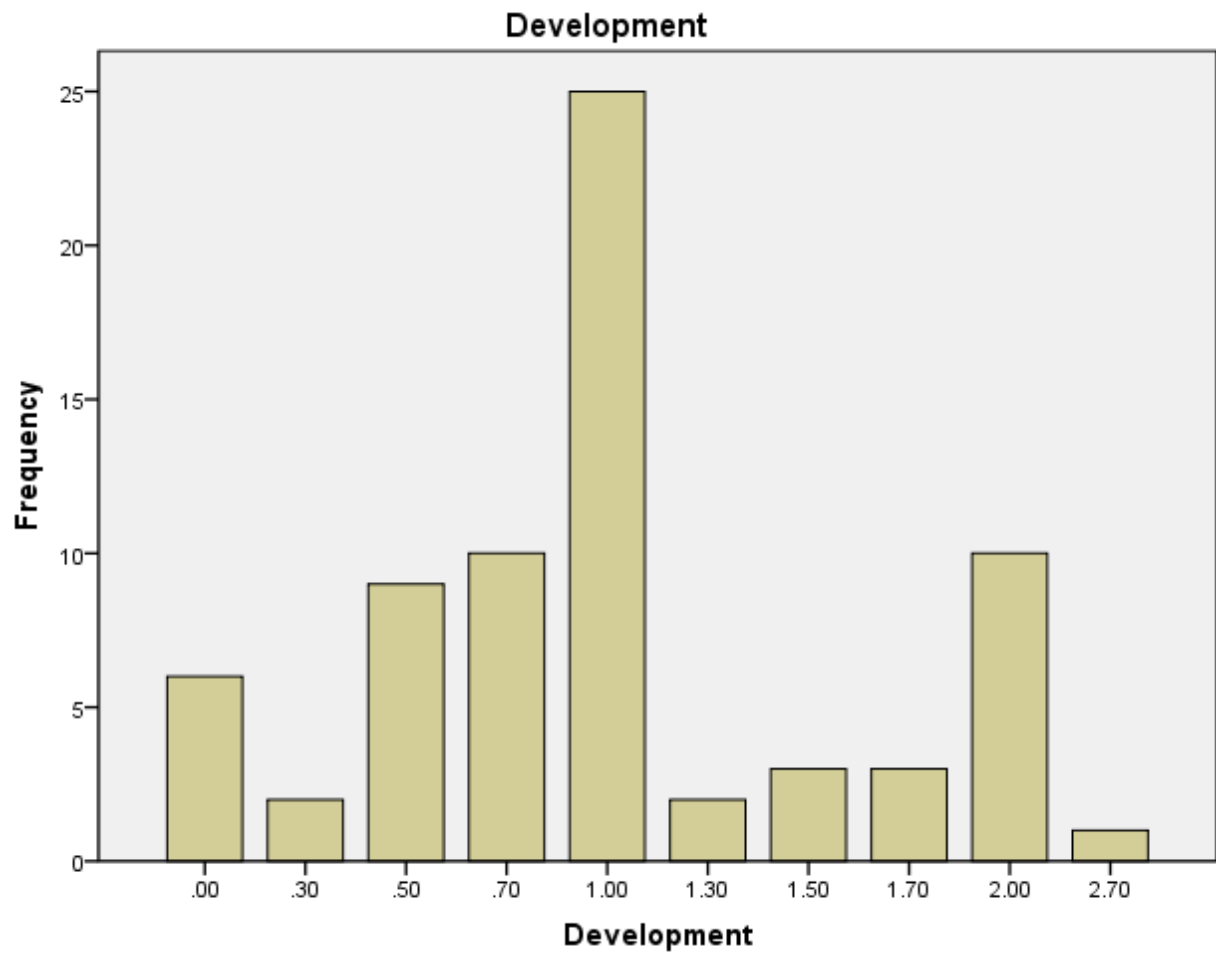














## Seniors

### Statistics

		Purpose	Introduction	Organization	Conclusion	Mechanics	Development
N	Valid	85	85	85	85	85	85
	Missing	0	0	0	0	0	0
Mean		2.4694	2.2929	2.3412	2.1188	2.8494	1.3941
Median		2.5000	2.3000	2.3000	2.0000	3.0000	1.3000
Mode		3.00	2.00	2.00	2.00	3.00	1.00 <sup>a</sup>
Std. Deviation		.64439	.58387	.58844	.65219	.62595	.59228
Variance		.415	.341	.346	.425	.392	.351
Range		3.00	3.00	3.00	3.00	3.00	3.00

a. Multiple modes exist. The smallest value is shown

### Purpose

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	2	2.4	2.4	2.4
	1.30	2	2.4	2.4	4.7
	1.50	7	8.2	8.2	12.9
	1.70	3	3.5	3.5	16.5
	2.00	13	15.3	15.3	31.8
	2.30	8	9.4	9.4	41.2
	2.50	13	15.3	15.3	56.5
	2.70	8	9.4	9.4	65.9
	3.00	23	27.1	27.1	92.9
	3.30	1	1.2	1.2	94.1
	3.50	1	1.2	1.2	95.3
	3.70	2	2.4	2.4	97.6
	4.00	2	2.4	2.4	100.0
	Total	85	100.0	100.0	

### Introduction

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	2	2.4	2.4	2.4
	1.30	1	1.2	1.2	3.5
	1.50	5	5.9	5.9	9.4
	1.70	3	3.5	3.5	12.9
	2.00	31	36.5	36.5	49.4
	2.30	14	16.5	16.5	65.9
	2.50	7	8.2	8.2	74.1
	2.70	9	10.6	10.6	84.7
	3.00	8	9.4	9.4	94.1
	3.50	2	2.4	2.4	96.5
	4.00	3	3.5	3.5	100.0
	Total	85	100.0	100.0	

### Organization

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	2	2.4	2.4	2.4
	1.50	8	9.4	9.4	11.8
	1.70	3	3.5	3.5	15.3
	2.00	24	28.2	28.2	43.5
	2.30	14	16.5	16.5	60.0
	2.50	6	7.1	7.1	67.1
	2.70	7	8.2	8.2	75.3
	3.00	16	18.8	18.8	94.1
	3.30	2	2.4	2.4	96.5
	3.50	1	1.2	1.2	97.6
	3.70	1	1.2	1.2	98.8
	4.00	1	1.2	1.2	100.0
	Total	85	100.0	100.0	

### Conclusion

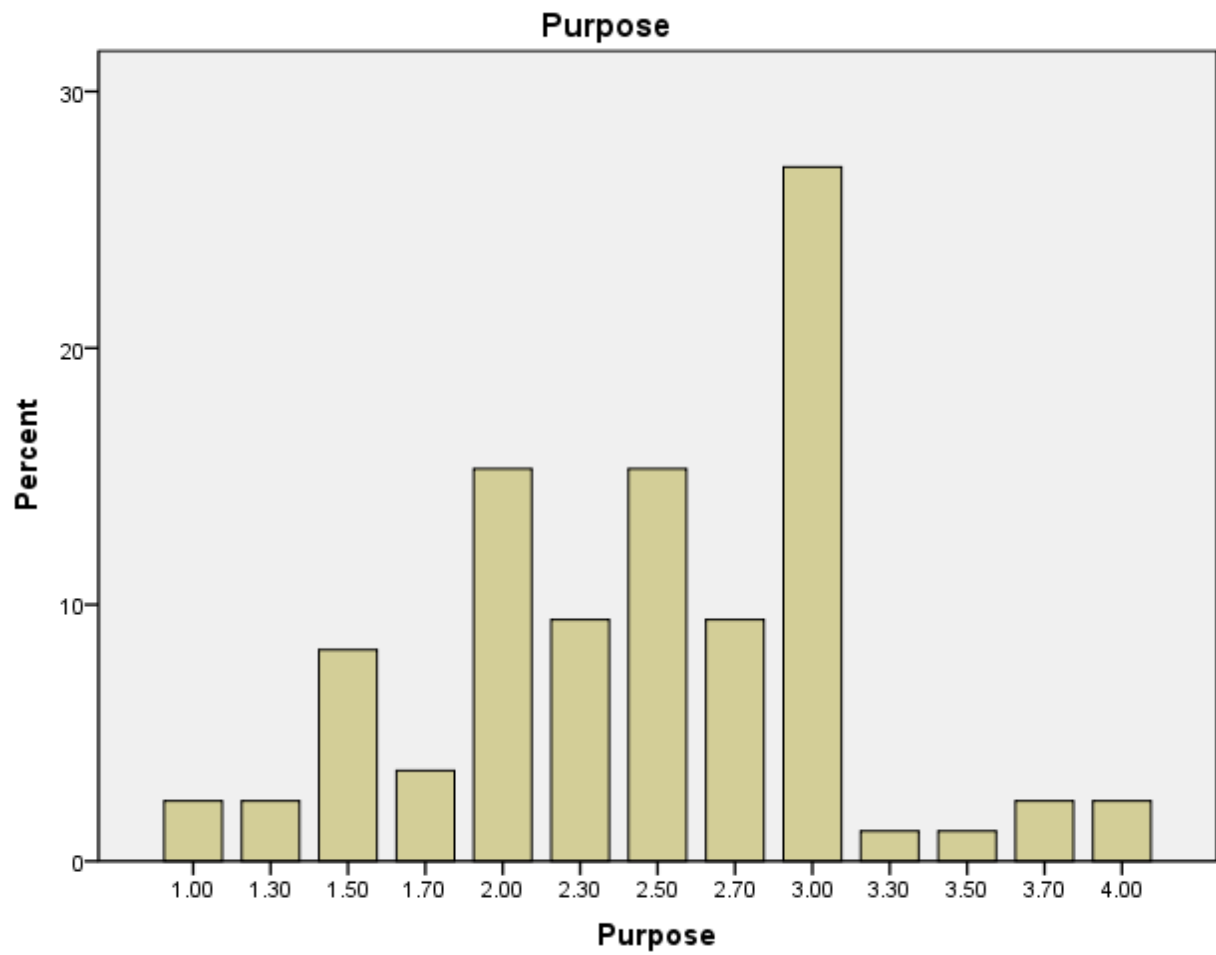
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	8	9.4	9.4	9.4
	1.30	2	2.4	2.4	11.8
	1.50	11	12.9	12.9	24.7
	1.70	4	4.7	4.7	29.4
	2.00	24	28.2	28.2	57.6
	2.30	9	10.6	10.6	68.2
	2.50	8	9.4	9.4	77.6
	2.70	5	5.9	5.9	83.5
	3.00	11	12.9	12.9	96.5
	3.30	1	1.2	1.2	97.6
	3.70	1	1.2	1.2	98.8
	4.00	1	1.2	1.2	100.0
	Total	85	100.0	100.0	

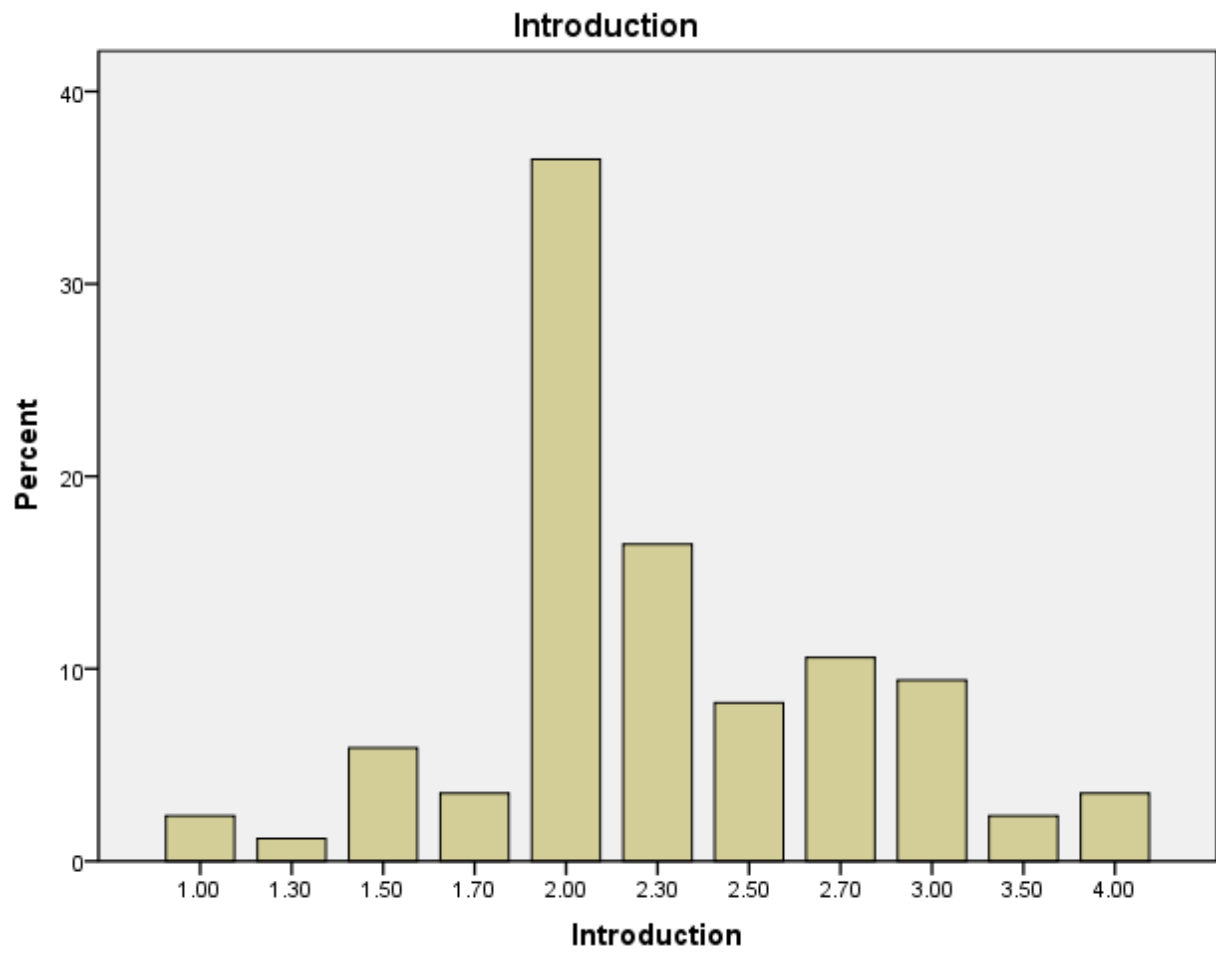
### Mechanics

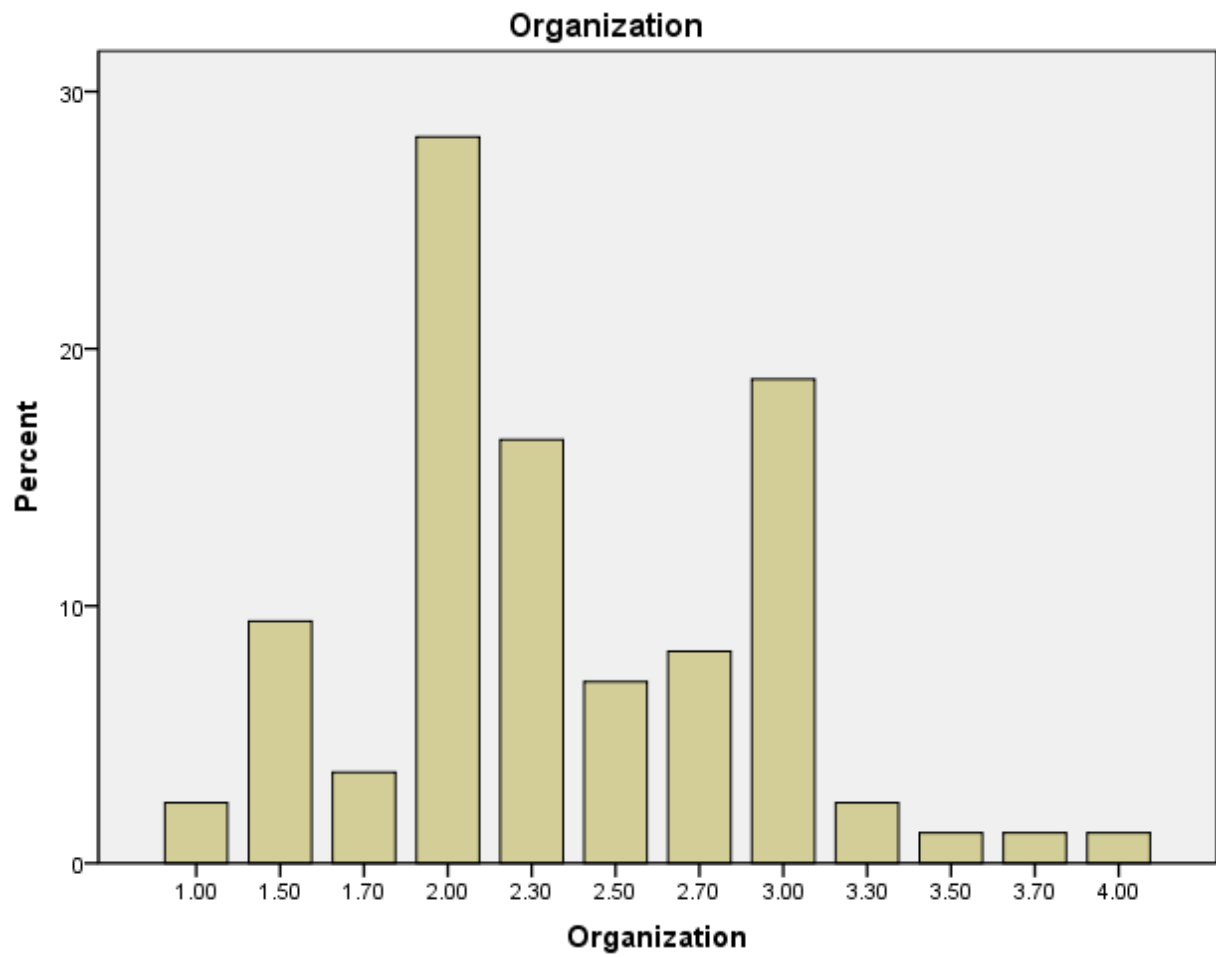
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	1	1.2	1.2	1.2
	1.50	2	2.4	2.4	3.5
	2.00	10	11.8	11.8	15.3
	2.30	9	10.6	10.6	25.9
	2.50	5	5.9	5.9	31.8
	2.70	7	8.2	8.2	40.0
	3.00	32	37.6	37.6	77.6
	3.30	1	1.2	1.2	78.8
	3.50	8	9.4	9.4	88.2
	3.70	4	4.7	4.7	92.9
	4.00	6	7.1	7.1	100.0
	Total	85	100.0	100.0	

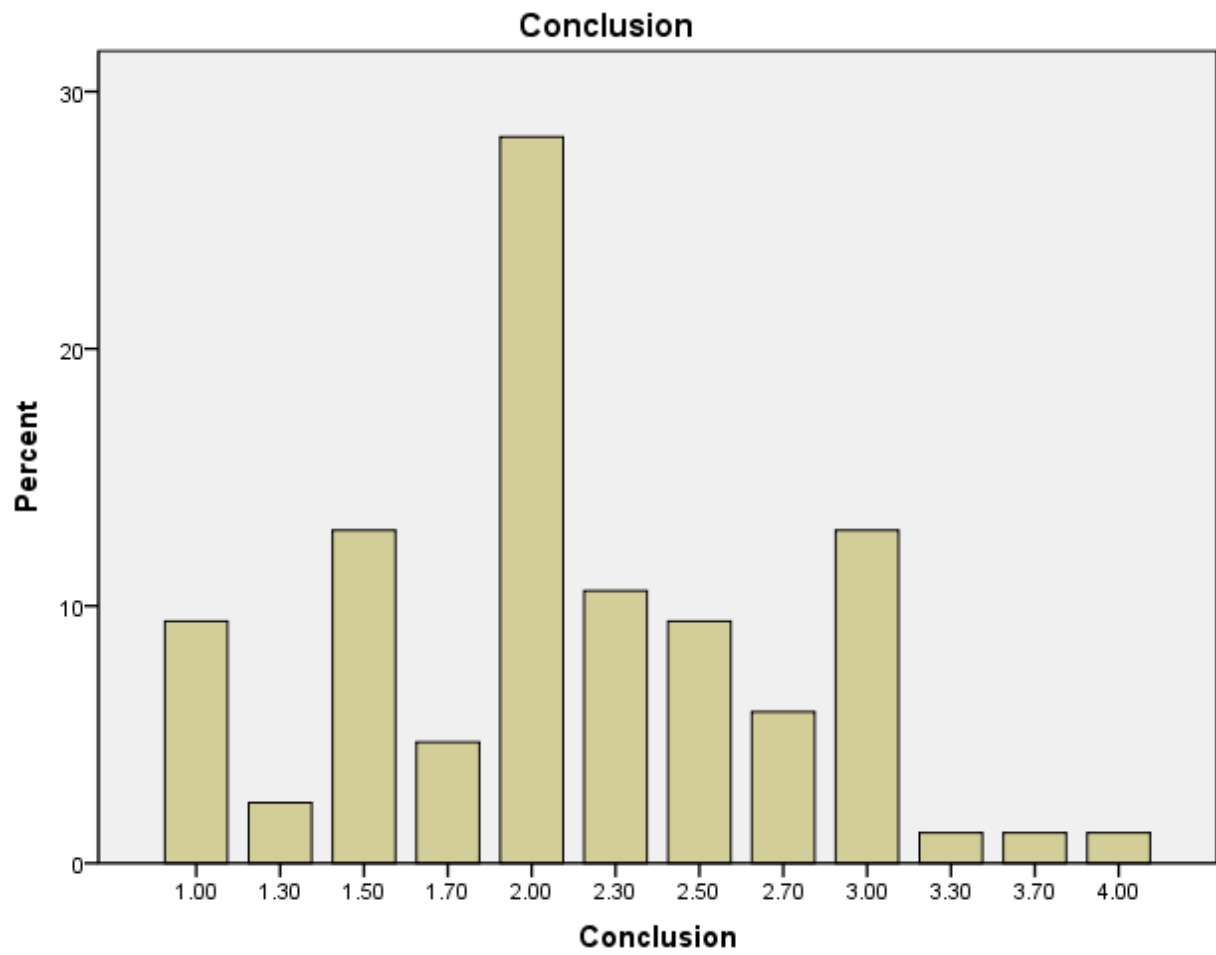
**Development**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	1	1.2	1.2	1.2
	.50	9	10.6	10.6	11.8
	.70	4	4.7	4.7	16.5
	1.00	18	21.2	21.2	37.6
	1.30	15	17.6	17.6	55.3
	1.50	8	9.4	9.4	64.7
	1.70	5	5.9	5.9	70.6
	2.00	18	21.2	21.2	91.8
	2.30	4	4.7	4.7	96.5
	2.50	2	2.4	2.4	98.8
	3.00	1	1.2	1.2	100.0
	Total	85	100.0	100.0	

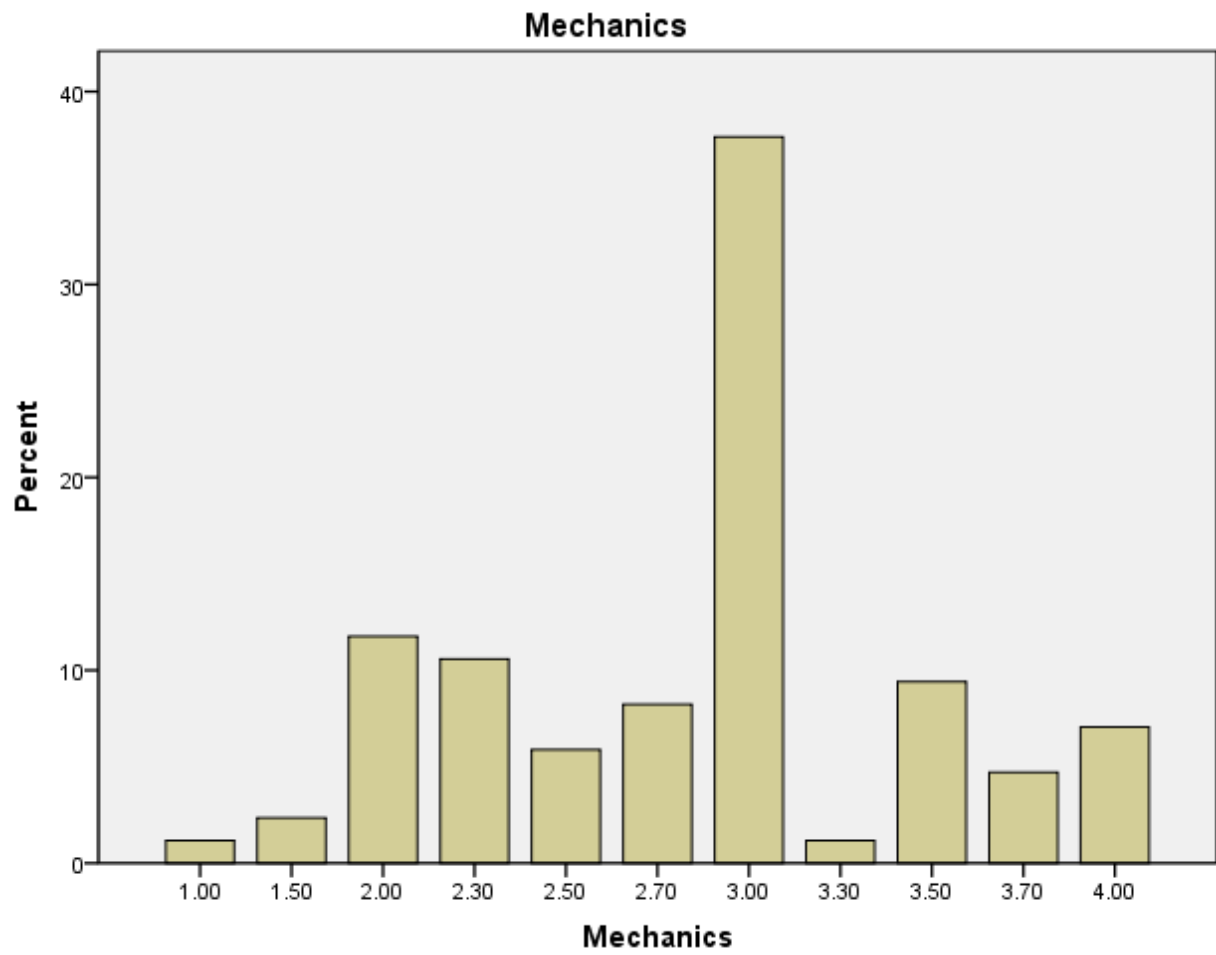


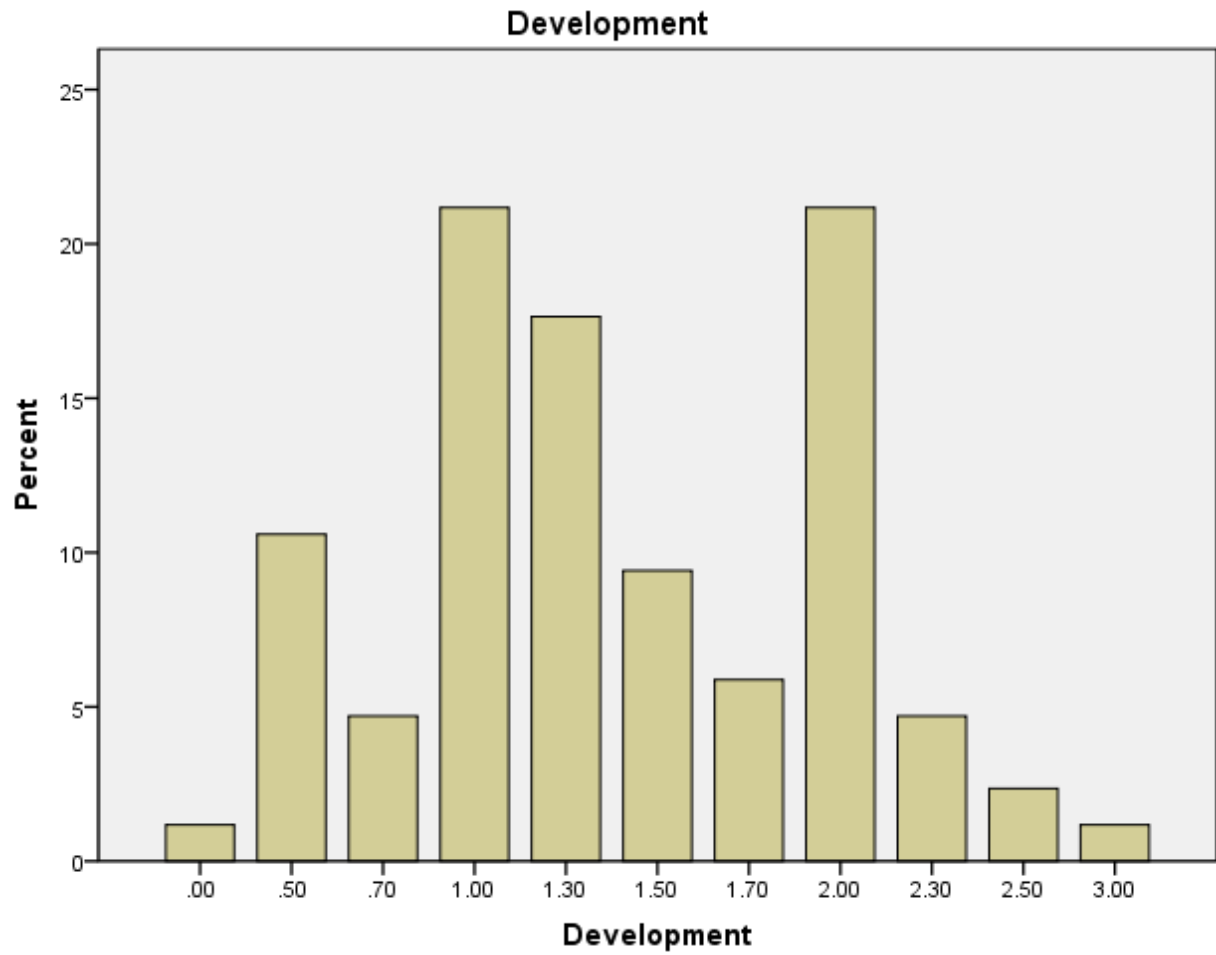












**Supportive of wellness class**

Freshman	Yes = 49 (74%)	No = 17
Seniors	Yes = 52 (53%)	No = 31