The University of Alabama
General Education Competencies
Examples of Assessments from Pilot Study, Spring 2014

Area I - Composition

SLO #1: Demonstrate the ability to write coherent, logical, edited prose.

Course: EN 101 English Composition I

Assessment Measures:
- Homework and classwork grades for assigned writing-process activities
- Formative feedback via teacher comments or peer review, whether in collaborative face-to-face peer review, student/teacher conferences, or via TurnItIn.com’s draft upload or PeerMark function
- Class discussion or use of online BBL discussion boards
- Student participation
- Grades and summative comments on final paper submissions
- Student metacognition (reflection on and explicit supported awareness of themselves as writers)

Specific Course Outcome #1-1: 75% of students submitting papers for grading will satisfactorily use the writing process (prewriting, drafting, revising, and editing) as a tool for analyzing topics and producing effective writing.

Results: From an analysis of collected student work from an online section of EN 101 from fall 2013:

<table>
<thead>
<tr>
<th>Paper</th>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 1</td>
<td>10/11</td>
<td>91%</td>
</tr>
<tr>
<td>Paper 2</td>
<td>9/11</td>
<td>82%</td>
</tr>
<tr>
<td>Paper 3</td>
<td>8/8</td>
<td>100%</td>
</tr>
<tr>
<td>Paper 4</td>
<td>10/10</td>
<td>100%</td>
</tr>
<tr>
<td>Paper 5</td>
<td>9/10</td>
<td>90%</td>
</tr>
<tr>
<td>Paper 6</td>
<td>10/10</td>
<td>100%</td>
</tr>
</tbody>
</table>

Specific Course Outcome #1-2: On exit survey, fewer than 25% of students indicating uncertainty in the areas of prewriting and revising on their reflective exit survey. (Revised to 20% or fewer in 2013.)

Results: Percentage of students indicating that they remain unsure of their skills in the area of prewriting:

Fall 09 = 26%  
Fall 11 = 20%  
Fall 13 = 20%

Results: Percentage of students indicating that they are unsure of their skills in the area of revising:

Fall 09 = 16%  
Fall 11 = 19%  
Fall 13 = 18%
SLO #2: Demonstrate the ability to use words and ideas of others appropriately and give appropriate credit for such use.

Courses: EN 103 Advanced English Composition and EN 104 Blount Freshman English

Assessment Measures:
• Homework and classwork grades for assigned writing-process activities
• Formative feedback via teacher comments or peer review, whether in collaborative face-to-face peer review, student/teacher conferences, or via TurnItIn.com’s draft upload or PeerMark function
• Class discussion or use of online BBL discussion boards
• Student participation
• Student presentations of research in progress, research proposals, summaries of research and research methods
• Grades and summative comments on final paper submissions
• Student metacognition (reflection on and explicit supported awareness of themselves as writers)

Specific Course Outcome #2-1: No more than 5% of students enrolled in EN 103 or 104 turn in papers indicating problems with ethical handling of source material sufficient to warrant an academic misconduct review by the college.

Results: For the 2013-14 academic year 2013-2014, ZERO papers were submitted for an academic misconduct review.

Specific Course Outcome #2-2: On exit survey, fewer than 20% of students would indicate that they are unsure of their skills in the area of summarizing, paraphrasing, and quotation skills. (Revised to fewer than 15% after analyzing the data from the first two years.)

Results: Percentage of students indicating being unsure:

- Fall 2009 = 12.4%
- Fall 2011 = 9.1%
- Fall 2013 = 8.6%

Specific Course Outcome #2-3: On exit survey, fewer than 20% of students would indicate they are unsure of their skills in the area of documentation and citation skills.

Results: Percentage of students indicating being unsure:

- Fall 2009 = 18.8%
- Fall 2011 = 15.6%
- Fall 2013 = 12.5%
The University of Alabama
General Education Competencies
Examples of Assessments from Pilot Study, Spring 2014

Area II – Humanities and Fine Arts

SLO #1: Demonstrate the ability to deal critically with questions of value, ethics, or aesthetics in the humanities.
Course: COM 122 and COM 210
Assessment Measure:
- Common rubric for rhetorical canon abilities in student oral performance (Invention, Arrangement, Style, Memory, Delivery)

Specific Course Outcome #1-1: students will show increase in oral performance.
Results: Semester-to-semester analysis of student scores in “good” or “outstanding” range revealed:
  - Invention (thinking critically) - 65% in Fall to 82% in Spring
  - Arrangement (judgments of value) - 72% in Fall to 64% in Spring
  - Style (judgments of ethics and aesthetics) - 75% in Fall to 71 % Spring

SLO #2: Demonstrate an understanding of changing perspectives in the arts and humanities traditions.
Course: COM 122 and COM 210
Assessment Measure:
- Common set of embedded questions for final exam.

Specific Course Outcome #2-1: students will show increase in understanding the historical perspectives in oral debate.
Results: Percentage of students answering designated questions correctly:
  - Question #1: 92.1%
  - Question #2: 89.4 %
Area III – Natural Science and Mathematics

SLO #1: Demonstrate the ability to analyze, synthesize, and evaluate quantitative data.
Courses: MATH 110, MATH 112, MATH 113
Assessment Measures:
- Common set of embedded questions for final exam.

Specific Course Outcome #1-1: 70% of students who take final exam will demonstrate the ability to analyze, synthesize, and evaluate quantitative data.
Results: From an analysis of final exams Fall 2013:
- MA 110: Total taking exam = 466, # of students meeting outcome = 378, % students meeting outcome = 81%
- MA 112: Total taking exam = 1153, # of students meeting outcome = 791, % students meeting outcome = 69%
- MA 113: Total taking exam = 464, # of students meeting outcome = 367, % students meeting outcome = 79%

SLO #2: Demonstrate an understanding of quantitative processes of inquiry and analysis.
Course: MATH 110, MATH 112, MATH 113
Assessment Measures:
- Common set of embedded questions for final exam.

Specific Course Outcome #2-1: 70% of students who take final exam will demonstrate an understanding of the quantitative processes of inquiry and analysis.
Results: From an analysis of final exams Fall 2013:
- MA 110: Total taking exam = 466, # of students meeting outcome = 314, % students meeting outcome = 67%
- MA 112: Total taking exam = 1153, # of students meeting outcome = 909, % students meeting outcome = 79%
- MA 113: Total taking exam = 464, # of students meeting outcome = 352, % students meeting outcome = 76%
Area III – Natural Science and Mathematics

SLO #1: Demonstrate the ability to analyze, synthesize, and evaluate evidence in the natural sciences.

Courses: BSC 109

Assessment Measures:

- Implementation of pre-test and questions on each of 4 in-class Exams that targeted the Course Specific SLOs. Pre-test scores for each Course-Specific SLO were compared to the average scores for questions targeting the same Course-Specific SLOs on the in-class exams. The number of times that each Course-Specific SLO was assessed was 4, 2, 4, 4, 3, and 1 (respectively) and the number of responses tallied was 287, 163, 290, 320, 265, and 74 (respectively).
- This course also implemented 10 Quizzes and 2 in-class Activities aimed at assessing each of the Course-Specific SLOs; class averages were calculated for these two assessment strategies.

Specific Course Outcome #1-1: Describe the anatomy and major functions of tissues, organs and organ systems using humans as an example.
Specific Course Outcome #1-2: Appreciate the process of science, understand its limits and its impact on society.
Specific Course Outcome #1-3: Recognize the characteristics of life, the chemical basis for life, and the cellular foundation for life.
Specific Course Outcome #1-4: Discuss some current issues pertaining to human health.
Specific Course Outcome #1-5: Relate some aspects of human’s impact on the planet.
Specific Course Outcome #1-6: Understand that evolution is a fundamental and unifying theme in biology.

Results:

- Pre-test scores for the six Course-Specific outcomes were 51%, 41%, 61%, 63%, 50%, and 42%, respectively. The average in-class Exam scores for the six Course-Specific outcomes was 72%, 82%, 73%, 80%, 88%, and 74%.
• The pre-test vs. exam score data indicate an average increase in student knowledge (calculated as the %
  increase in performance on outcomes-related questions) of 21%, 41%, 12%, 17%, 38%, and 32%, respectively.
  Note that the greatest improvement occurred for those outcomes that students struggled with on the pre-test.
• Average quiz scores were 86.83%, and average in-class Activity scores were 90%, indicating student
  proficiency for all 6 outcomes.

SLO #2: Demonstrate an understanding of scientific methods and data analysis.
Course: BSC 114
Assessment Measures:
• Summative assessment comprised of an end-of-class survey.

Specific Course Outcome #1-1: Recognize and identify key concepts in science to provide a broad perspective on the human condition
Specific Course Outcome #1-2: Critically discriminate between reliable and less reliable information when making decisions
Specific Course Outcome #1-3: Understand the scientific method and critically evaluate scientific information as related to real world problems
Specific Course Outcome #1-4: Be knowledgeable of research methods used in cellular, molecular, and evolutionary biology
Specific Course Outcome #1-5: Develop skills in working together in teams

Results:
• FALL 2009 (one instructor): In the end of class survey, the following percentage of students indicated understanding gains in the upper 2 (of 5 levels) for outcomes 1-5: 61%, 60%, 56%, 48%, 44%.
• FALL 2010 (one instructor): In the end of class survey, the following percentage of students indicated understanding gains in the upper 2 (of 5 levels) for outcomes 1-5: 63%, 61%, 57.5%, 51.5%, 32.5%.
• FALL 2011 (one instructor): In the end of class survey, the following percentage of students indicated understanding gains in the upper 2 (of 5 levels) for outcomes 1-5: 55%, 48%, 54%, 50%, 36%.
• FALL 2012 (one instructor): In the end of class survey, the following percentage of students indicated understanding gains in the upper 2 (of 5 levels) for outcomes 1-5: 65%, 62.6%, 61.7%, 58.4%, 50.5%.
The University of Alabama
General Education Competencies
Examples of Assessments from Pilot Study, Spring 2014

Area III – Natural Science (LAB) and Mathematics

**SLO #1**: Demonstrate proficiency in experimental science by: making observations, understanding the fundamental elements of experimental design, generating and analyzing data using appropriate quantitative tools, using abstract reasoning to interpret data and relevant formulae, and testing hypotheses with scientific rigor.

**Course**: BSC 115

**Assessment Measures**:  
- End of semester survey administered to students enrolled in the laboratory section

**Specific Course Outcome #1-1**: Demonstrate proficiency in experimental science by making observations.

**Specific Course Outcome #1-2**: Demonstrate proficiency in experimental science by understanding the fundamental elements of experimental design.

**Specific Course Outcome #1-3**: Demonstrate proficiency in experimental science by generating and analyzing data using appropriate quantitative tools.

**Specific Course Outcome #1-4**: Demonstrate proficiency in experimental science by using abstract reasoning to interpret data and relevant formulae.

**Specific Course Outcome #1-5**: Demonstrate proficiency in experimental science by testing hypotheses with scientific rigor.

**Specific Course Outcome #1-6**: Demonstrate the ability to conduct scientific research, including designing experiments, analyzing data, and drawing evidence-based conclusions.

**Results**: Answers to survey questions addressing the six outcomes are presented below:  (Data from Spring 2014.)
Results: BSC 115

Figure 1: Results of the survey administered to BSC 115 students. SA = Strongly Agree; A = Agree; NAND = Neither Agree Nor Disagree; D = Disagree; SD = Strongly Disagree; and NA = Not Applicable. Results represent averages of all BSC 115 sections.
Area IV – History and Social/Behavioral Sciences

SLO #1: Demonstrate an understanding of historical methods of inquiry.
Courses: HY 101, HY 102, HY 203, HY 204
Assessment Measures:
- Summative assessment comprised of an end-of-class survey.

Specific Course Outcome #1-1: Improved understanding of historical methods or inquiry (or how historians ask questions about the past)

Results:
- HY 101: 89% of students responded that their understanding improved “somewhat” or “greatly.”
- HY 102: 85% of students responded that their understanding improved “somewhat” or “greatly.”
- HY 203: 91% of students responded that their understanding improved “somewhat” or “greatly.”
- HY 204: 85% of students responded that their understanding improved “somewhat” or “greatly.”

SLO #2: Demonstrate critical thinking in assessing competing historical interpretations.
Courses: HY 101, HY 102, HY 203, HY 204
Assessment Measures:
- Summative assessment comprised of an end-of-class survey.

Specific Course Outcome #2-1: Improved ability to assess competing historical interpretations.

Results:
- HY 101: 83% of students responded that their understanding improved “somewhat” or “greatly.”
- HY 102: 78% of students responded that their understanding improved “somewhat” or “greatly.”
- HY 203: 88% of students responded that their understanding improved “somewhat” or “greatly.”
- HY 204: 85% of students responded that their understanding improved “somewhat” or “greatly.”
The University of Alabama
General Education Competencies
Examples of Assessments from Pilot Study, Spring 2014

Area IV – History and Social/Behavioral Sciences

SLO #1: Demonstrate critical thinking in the evaluation of conclusions drawn from social and behavioral research.
Course: HD 101
Assessment Measures:
- Common set of embedded questions for end of semester final exam

Specific Course Outcome #1-1: majority of students will demonstrate critical thinking in the evaluation of conclusions.

Results:
- Question #1: 294 out of 310 students (94.8%) answered correctly
- Question #2: 139 out of 310 students (44.8%) answered correctly

SLO #2: Demonstrate an understanding of the importance of intercultural knowledge in the study of human and social behavior..
Course: HD 101
Assessment Measures:
- Common set of embedded questions for end of semester final exam

Specific Course Outcome #2-1: majority of students will demonstrate an understanding of intercultural knowledge.

Results:
- Question #1: 269 out of 310 students (86.7%) answered correctly
- Question #2: 277 out of 310 students (89.4%) answered correctly