



**NORTHWEST FLORIDA  
STATE COLLEGE**

## General Education Program Guide

Rationale, Goals, Outcomes, and Assessment

- The General Education Task Force
- The VPI Staff
- The Curriculum Committee
- The NWFSC Assessment Team

Office of Instructional Services  
2008-2010

# NORTHWEST FLORIDA STATE COLLEGE GENERAL EDUCATION PROGRAM RATIONALE, GOALS, AND OUTCOMES

## BACKGROUND

During the 2005-06 academic year, the NWFSC faculty and staff began a three-phase review and redesign of the college general education program, which concluded with implementation of a revised program in 2008.

### **Phase One: General Education Rationale, Goals, Outcomes, and Assessment Philosophy**

Responsible Groups(s): General Education Task Force, VPI Staff, Curriculum Committee

- a) Revise/reaffirm the rationale and philosophy behind the general education goals
- b) Revise /reaffirm the general education goals in light of both the college mission and the general education rationale

### **Phase Two: Assessing General Education**

Responsible Group(s): Department/Subject Area Faculty, NWFSC Assessment Team

- a) Develop an institutional approach and philosophy for assessing general education
- b) Ensure there are valid methods for assessing student achievement of general education goals at the institutional, program, and student levels

### **Phase Three: Systematic Evaluation and Improvement of General Education**

Responsible Group(s): Department/Subject Area Faculty, NWFSC Assessment Team

- a) Ensure a closed-loop system for evaluating, reporting, and applying the results of assessment to improve student learning

At all points in the process, the responsible groups were also charged with ensuring that decisions and recommendations resulted in a general education program that reflected the college mission and that conformed with a) Florida rule and law, b) the guidelines and standards of the Commission on Colleges, c) college curriculum guidelines, and d) sound academic practice. Moving from the whole to the parts, the effort spanned two years and resulted in significant revisions to the general education program.

By early 2008, the review was complete. As a result, the general education rationale, goals, and outcomes were revised and restructured to reflect the college's three-level evaluation process (assessment at the institutional, program, and student levels). In addition, the processes for data collection, analysis, application of results, and reporting were redesigned with a common reporting format. The new format not only facilitates tracking and follow-up, but also more closely parallels the longstanding college-wide evaluation process applicable to other programs and services.

In reviewing the existing general education purpose and goals, the responsible groups considered several key writings from the literature of general education, including the following:

- 1) Strong Foundations: Twelve Principles for Effective General Education Programs, Association of American Colleges and Universities, 1994.

- 2) Ewell, Peter, General Education and the Assessment Reform Agenda, Association of American Colleges and Universities, 2004.
- 3) Vaughn, George, B., “General Education: The Community College’s Unfulfilled Agenda” Conference Paper presented April 17, 1989, ERIC Document Number ED305966.
- 4) Leskes, Andrea and Wright, Barbara, The Art and Science of Assessing General Education Outcomes: A Practical Guide, Association of American Colleges and Universities, 2005.
- 5) Bauer, Susan Wise, The Well-educated Mind, W.W. Norton & Company, New York, 1999.
- 6) Villano, Matt, “The Power of the Portfolio,” Campus Technology, September 2006, pages 21-27.

The groups also consulted general education program information from a variety of Florida community colleges, including Florida Community College at Jacksonville, Pensacola Junior College, Tallahassee Community College, Chipola College, St. Pete College, and Tallahassee Community College. The institutions reviewed were selected to ensure inclusion of both traditional two-year colleges and community colleges offering baccalaureate programs.

## **General Education Rationale, Goals, and Program Outcomes**

### **General Education Rationale**

The review effort produced the following rationale on which to base the general education goals and outcomes. The rationale clearly reflects the college mission, in particular, mission goals three, four and nine, and the college commitment to “...provide quality educational programs...”

*The Northwest Florida State College general education program should reflect the commitment to quality education inherent in the NWFSC mission and goals, as well as be commensurate with the programs of its sister institutions in the State of Florida. The courses and outcomes in the program should reach beyond the traditional “teach and test” approach to include a broad range of learning experiences, manifest educational coherence, demonstrate college-level rigor, and incorporate assessment that results in ongoing improvement. In particular, the NWFSC general education program should provide students with the foundation skills and knowledge to: a) succeed in the student’s future program of study, b) make informed and responsible life decisions, and c) pursue opportunities for lifelong learning.*

### **General Education Program Goals**

Although no traditional academic credential is awarded for completion of general education requirements, Florida’s statewide articulation agreement guarantees that all Florida public postsecondary institutions will recognize and accept the general education programs at all other Florida public institutions. Thus students who satisfy the thirty-six credit requirement at NWFSC will have met the general education requirements of all other Florida public postsecondary institutions. In concert with the fact that the full general education program forms the heart of the associate in arts degree, this “component” educational package is presented and evaluated in the same manner as a full degree program at the college. Accordingly, with a sound rationale as guidance, the resulting general education program goals parallel the broad nature and format of other academic program goals.

- To provide a transferable, comprehensive general education program that prepares students to succeed in upper division programs of study
- To provide a fundamental set of general education offerings that will prepare students to succeed in career/technical programs of study
- To provide a foundation of common knowledge, skills, and shared intellectual, cultural, and social experiences that will prepare students to participate in their communities as informed, responsible citizens and lifelong learners

**Program Level General Education Outcomes**

Drawn from the broad, institutional-level program goals, the revised program-level outcomes are stated in measurable terms. They also reflect statewide discussions of the Florida Council on Instructional Affairs.

- 1) The student will demonstrate effective reading, writing, and speaking skills
- 2) The student will apply reflection, analysis, synthesis, logical reasoning, and evaluation to formulate judgments, reach decisions, and solve problems
- 3) The student will understand and apply mathematical and scientific principles and methods
- 4) The student will find, evaluate, organize, and use information accurately and effectively
- 5) The student will participate actively as an informed and responsible citizen in social, cultural, global, and environmental matters

**Student Level General Education Outcomes**

Per directions in the *NWFSC Curriculum Procedures and Guidelines Manual*, faculty members are responsible for the development of student learning outcomes. Accordingly, the appropriate subject area faculty members, working with the NWFSC Assessment Team, developed the following student learning outcomes (SLOs). There are at least two student learning objectives for each general education program outcome.

**General Education Outcomes**

Program - Level Outcomes	Student Learning Outcomes
Communications: The student will demonstrate effective reading, writing, and speaking, skills.	<ul style="list-style-type: none"> <li>▪ The student will demonstrate accurate and effective expository writing skills.</li> <li>▪ The student will demonstrate effective public speaking skills.</li> <li>▪ The student will demonstrate accurate and effective reading comprehension skills</li> </ul>
Critical Thinking: The student will apply reflection, analysis, synthesis, logical reasoning, and evaluation to formulate judgments, reach decisions, and solve problems.	<ul style="list-style-type: none"> <li>▪ The student will demonstrate effective synthesis of selected ideas, themes, and concepts present in the study of language, writing, and/or literature.</li> <li>▪ The student will demonstrate proficiency in research and analytical skills.</li> <li>▪ The student will demonstrate effective synthesis of selected ideas, themes, and concepts present in the study of the social sciences and/or psychology.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ The student will analyze data or numerical information to draw appropriate conclusions about real-world problems.</li> <li>▪ The student will reason logically and use appropriate mathematical methods to draw sound conclusions.</li> </ul>
<b>Information Literacy:</b> The student will find, evaluate, organize, and use information accurately and effectively.	<ul style="list-style-type: none"> <li>▪ The student will demonstrate accurate and effective information literacy skills.</li> <li>▪ The student will use appropriate technology (computers, graphing calculators, etc.) to find information and to solve problems.</li> </ul>
<b>Global/Socio Responsibility:</b> The student will participate actively as an informed and responsible citizen in social, cultural, global, and environmental matters.	<ul style="list-style-type: none"> <li>▪ The student will demonstrate an effective understanding of the history, values, and achievements of the humanities.</li> <li>▪ The student will demonstrate an effective understanding of ideas, perspectives, beliefs, and practices from diverse cultures and civilizations.</li> </ul>
<b>Quantitative Reasoning:</b> The student will understand and apply mathematical and scientific principles and methods.	<ul style="list-style-type: none"> <li>▪ The student will demonstrate proficiency in computation.</li> <li>▪ The student will demonstrate fundamental knowledge of the terminology, major concepts, and theories of one or more fields in the physical and biological sciences.</li> <li>▪ The student will distinguish among fact, scientific law, hypothesis, and theory, including the scientific method.</li> </ul>

Faculty members from each department/subject area also determined the general education courses in which the SLOs are addressed and ensured the SLOs are properly reflected in course syllabi.

The resulting distribution of general education courses, SLOs, and companion learning activities is sufficiently comprehensive to ensure that a student will encounter multiple opportunities to master each SLO, no matter what course selections he/she makes within the general education subject categories.

<b>General Education SLOs and the Courses in which They are Addressed</b>	
<b>SLO</b>	<b>General Education Course(s)</b>
The student will demonstrate accurate and effective expository writing skills.	All Gen Ed English Composition courses: ENC 1101, ENC 1102, and LIN 1670
	All Gen Ed Humanities courses: AML 2010, AML 2020, ARH 1000, ARH 2050, ARH 2051, ARH 2060, ARH 2402, ENL 2012A, ENL 2022, HUM 1020, HUM 2250, HUM 2700, LIT 2090, LIT 2100, LIT 2120, MUH 1001, PHI 2010, PHI 2600, REL 2300, THE 2071, THE 2100, and THE 2300
	Selected Social Science Gen Ed courses: AMH 2010, AMH 2020, AMH 1041, POS 1041, POT 1002, SYG 2010, WOH 1012, WOH 1022, and WOH 2040
The student will demonstrate effective public speaking skills.	Selected Gen Ed Humanities courses: ARH 2050, ARH 2051, ARH 2060, ARH 2402, HUM 1020, HUM 2250, MUH 1001, PHI 2600, THE 2071, THE 2100, and THE 2300
	SPC 1006, SPC 1600, SPC 2300

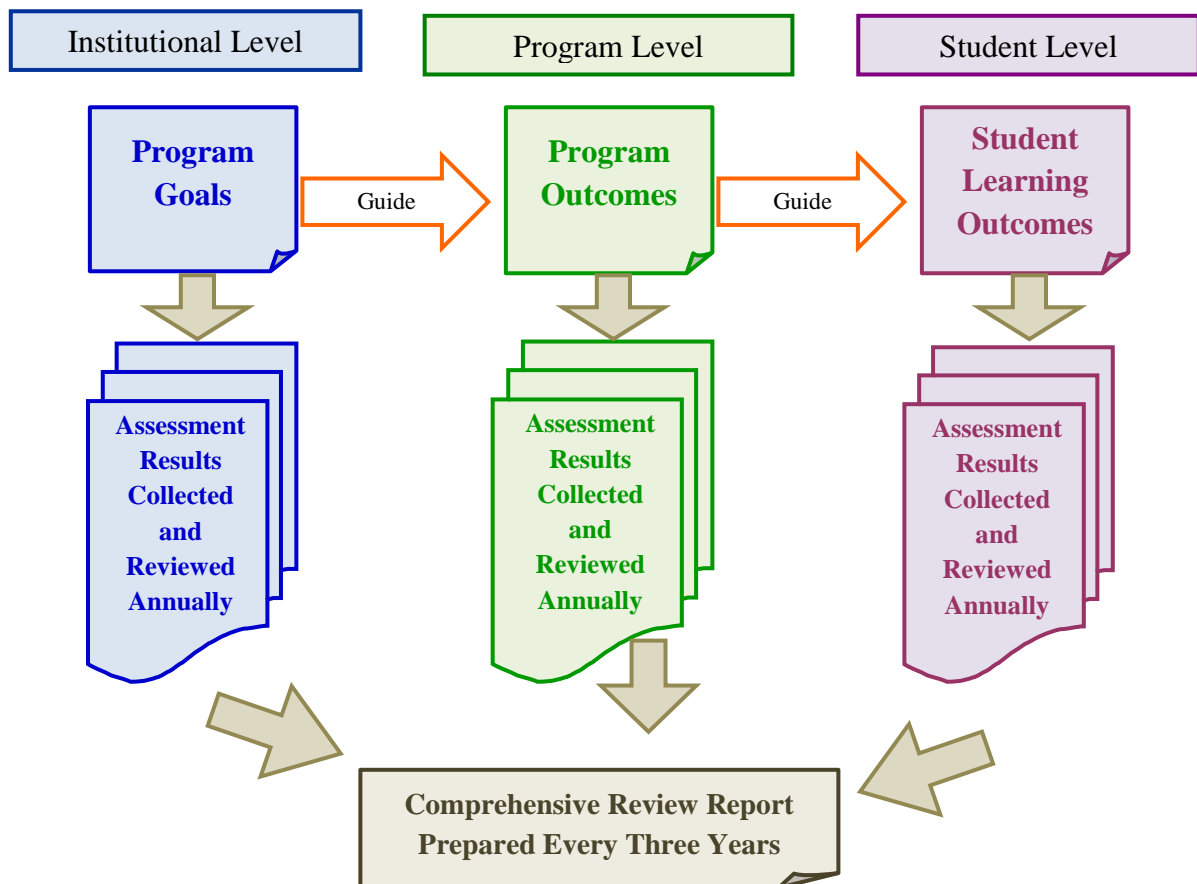
The student will demonstrate accurate and effective reading comprehension skills	All Gen Ed English Composition courses: ENC 1101, ENC 1102, and LIN 1670
	All Gen Ed Humanities courses: AML 2010, AML 2020, ARH 1000, ARH 2050, ARH 2051, ARH 2060, ARH 2402, ENL 2012A, ENL 2022, HUM 1020, HUM 2250, HUM 2700, LIT 2090, LIT 2100, LIT 2120, MUH 1001, PHI 2010, PHI 2600, REL 2300, THE 2071, THE 2100, and THE 2300
	All Gen Ed Social Science courses: ANT 2000, ANT 2100, AMH 2010, AMH 2020, AMH 1041, ECO 2013, GEA 1000, POS 1041, POT 1002, PSY 2012, SYG 2000, SYG 2010, WOH 1012, WOH 1022, and WOH 2040
The student will demonstrate effective synthesis of selected ideas, themes, and concepts present in the study of language, writing, and/or literature.	All Gen Ed English Composition courses: ENC 1101, ENC 1102, and LIN 1670
The student will demonstrate proficiency in research and analytical skills.	All Gen Ed English Composition courses: ENC 1101, ENC 1102, and LIN 1670
The student will demonstrate effective synthesis of selected ideas, themes, and concepts present in the study of the social sciences and/or psychology.	All Gen Ed Social Science courses: ANT 2000, ANT 2100, AMH 2010, AMH 2020, AMH 1041, ECO 2013, GEA 1000, POS 1041, POT 1002, PSY 2012, SYG 2000, SYG 2010, WOH 1012, WOH 1022, and WOH 2040
The student will analyze data or numerical information to draw appropriate conclusions about real-world problems.	All Gen Ed Math courses: MAC 1105, MAC 1140, MAC 1114, MAC 1147, MAC 2311, MAC 2312, MAC 2313, MAC 2233, MAP 2302, MAS 2103, MGF 1106, MGF 1107, MTG 2206, STA 2023, and STA 2122; HLP 1081
The student will reason logically and use appropriate mathematical methods to draw sound conclusions.	All Gen Ed Math courses: MAC 1105, MAC 1140, MAC 1114, MAC 1147, MAC 2311, MAC 2312, MAC 2313, MAC 2233,
The student will demonstrate accurate and effective information literacy skills.	All Gen Ed English Composition courses: ENC 1101, ENC 1102, and LIN 1670
The student will use appropriate technology (computers, graphing calculators, etc.) to find information and to solve problems.	All Gen Ed Math courses: MAC 1105, MAC 1140, MAC 1114, MAC 1147, MAC 2311, MAC 2312, MAC 2313, MAC 2233, MAP 2302, MAS 2103, MGF 1106, MGF 1107, MTG 2206, STA 2023, and STA 2122
The student will demonstrate an effective understanding of the history, values, and achievements of the humanities.	All Gen Ed Humanities courses: AML 2010, AML 2020, ARH 1000, ARH 2050, ARH 2051, ARH 2060, ARH 2402, ENL 2012A, ENL 2022, HUM 1020, HUM 2250, HUM 2700, LIT 2090, LIT 2100, LIT 2120, MUH 1001, PHI 2010, PHI 2600, REL 2300, THE 2071, THE 2100, and THE 2300
The student will demonstrate an effective understanding of ideas, perspectives, beliefs, and practices from diverse cultures and civilizations.	All Gen Ed Humanities courses: AML 2010, AML 2020, ARH 1000, ARH 2050, ARH 2051, ARH 2060, ARH 2402, ENL 2012A, ENL 2022, HUM 1020, HUM 2250, HUM 2700, LIT 2090, LIT 2100, LIT 2120, MUH 1001, PHI 2010, PHI 2600, REL 2300, THE 2071, THE 2100, and THE 2300

The student will demonstrate proficiency in computation.	All Gen Ed Math courses: MAC 1105, MAC 1140, MAC 1114, MAC 1147, MAC 2311, MAC 2312, MAC 2313, MAC 2233, MAP 2302, MAS 2103, MGF 1106, MGF 1107, MTG 2206, STA 2023, and STA 2122
The student will demonstrate fundamental knowledge of the terminology, major concepts, and theories of one or more fields in the physical and biological sciences.	All Gen Ed Natural Science courses: AST 1002, BOT 1010C, BSC 1005, BSC 1010C, BSC 1011C, BSC 1085C, BSC 1086C, BSC 2020C, CHM 1025, CHM 1032C, CHM 1045C, CHM 1046C, ESC 1000, EVS 1001C, GLY 2010C, GLY 2100C, GLY 2601C, ISC 1003, MET 1010, OCE 1001C, PCB 2011C, PHY 1020, PYH 1053C, PHY 1054C, PHY 2048C, PHY 2049C, and ZOO 1010C
The student will distinguish among fact, scientific law, hypothesis, and theory, including the scientific method.	All Gen Ed Natural Science courses: AST 1002, BOT 1010C, BSC 1005, BSC 1010C, BSC 1011C, BSC 1085C, BSC 1086C, BSC 2020C, CHM 1025, CHM 1032C, CHM 1045C, CHM 1046C, ESC 1000, EVS 1001C, GLY 2010C, GLY 2100C, GLY 2601C, ISC 1003, MET 1010, OCE 1001C, PCB 2011C, PHY 1020, PYH 1053C, PHY 1054C, PHY 2048C, PHY 2049C, and ZOO 1010C

## Assessing General Education

The NWFSC general education program design facilitates assessment activities that parallel the college-wide evaluation approach, which is conducted at three levels: 1) institutional, 2) program, and 3) student.

### Three-Level General Education Assessment



## **Institutional Level General Education Evaluation (Assessing Broad Program Goals)**

The broad general education goals can be evaluated with equally broad measures, using aggregated results that provide both annual indicators and long-term trend analysis. The indicators used to gauge institutional level performance for the general education program recognize that graduating with the associate in arts degree is tantamount to “graduating” from the general education program; thus, institutional level measures rely heavily on AA performance.

- Combined course success rates in each of the general education subject categories will meet or exceed those of the previous year
- Success Rates for AA Students as determined by the Florida Department of Education, will meet or exceed those of the Florida System (Accountability Outcome Measure)
- The upper division mean GPA for AA transfer students as determined by the Florida Department of Education will meet or exceed that of the Florida System
- The percentage of AA Degree transfer students achieving an upper division GPA of 2.5 or higher as determined by the Florida Department of Education will meet or exceed the system wide percentage (Accountability Outcome Measure)

Institutional level goals are assessed annually and incorporated into the three-year comprehensive review report as appropriate. At this level, data collection and analysis is conducted by the NWFSC Assessment Team. Reports, including recommendations for improvement, are maintained in the Office of Instructional Services, with three-year summaries submitted to the Board of Trustees and posted on the Institutional Effectiveness website.

## **Program Level General Education Evaluation (Assessing Program Outcomes)**

The general education program-level outcomes are inextricably linked to the general education student learning outcomes; however, looking at subject-area performance outcomes offers a broader perspective that can reveal trends and patterns undetected when focusing on the more detailed student learning outcomes.

- The student success rates in general education communication/writing courses will meet or exceed those of the previous year.
- The student success rates in general education mathematics courses will meet or exceed those of the previous year.
- The student success rates in general education humanities courses will meet or exceed those of the previous year.
- The student success rates in general education social science courses will meet or exceed those of the previous year.
- The student success rates in general education natural sciences courses will meet or exceed those of the previous year.

Program-level outcomes are assessed annually and incorporated into the three-year comprehensive review report as appropriate. At this level, data collection and analysis is conducted jointly by the academic department and the NWFSC Assessment Team. Reports, including recommendations for improvement,

are maintained in the appropriate departments and the Office of Instructional Services, with three-year summaries submitted to the Board of Trustees and posted on the Institutional Effectiveness website.

## **Student Level General Education Evaluation (Assessing Student Learning Outcomes)**

In considering how to accomplish a consistent methodology for assessing student learning outcomes, faculty and staff conducted a comprehensive review of options. This open process encouraged faculty-wide acceptance of the assessment system finally selected. The following chart summarizes the factors shaping the final selection of assessment processes.

### **Summary of General Education Assessment Options**

<b>Assessment</b>	<b>Pros</b>	<b>Cons</b>
1) General Education Exit Test -- In particular the ACT Collegiate Assessment of Academic Proficiency (CAAP)	<ul style="list-style-type: none"> <li>▪ Offers national and regional benchmarks</li> <li>▪ Adds credibility for assessment process</li> <li>▪ In use by other Florida institutions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Cost of administration and scoring</li> <li>▪ Content may not track with given set of courses the student selects</li> <li>▪ Requires careful policy considerations regarding graduation impact</li> <li>▪ If required, results may not be helpful</li> </ul>
2) Student Cumulative Portfolio	<ul style="list-style-type: none"> <li>▪ Allows for flexibility in course choices for students</li> <li>▪ Students end up with a “product” that helps reinforce learning experiences</li> </ul>	<ul style="list-style-type: none"> <li>▪ Grading/review of portfolios would be problematic and time-consuming</li> <li>▪ Requires commitment to an electronic portfolio software system</li> <li>▪ Requires significant administrative and staffing commitment</li> </ul>
3) Capstone Course	<ul style="list-style-type: none"> <li>▪ Would strengthen program cohesiveness</li> <li>▪ Would help students see the relatedness of program content</li> <li>▪ Excellent avenue to strengthen students’ critical thinking skills</li> </ul>	<ul style="list-style-type: none"> <li>▪ May be difficult to include within Florida’s 36-credit model</li> <li>▪ Could require additional faculty members to provide instruction</li> <li>▪ Not a widely-used option within Florida; might mean transfer issues</li> </ul>
4) Measuring student mastery with course-level assessments common across all sections of a given course	<ul style="list-style-type: none"> <li>▪ Offers good “faculty buy-in”</li> <li>▪ Easier to address skill &amp; content issues</li> <li>▪ Offers assessment tailored directly to our program</li> <li>▪ Least costly of all methods</li> <li>▪ Familiar system to students</li> <li>▪ Easy to provide remediation options</li> </ul>	<ul style="list-style-type: none"> <li>▪ Requires all faculty teaching a course to use common assessments; could be problematic with adjuncts</li> <li>▪ Would require creation of common assessments and possibly common grading rubrics in all areas</li> <li>▪ Extra training might be needed for adjuncts</li> </ul>
5) Standardized commercial subject area exams	<ul style="list-style-type: none"> <li>▪ Offers a familiar model – like AP courses and exams</li> <li>▪ Saves time over faculty-developed assessments</li> </ul>	<ul style="list-style-type: none"> <li>▪ Difficult to find exams for all subject areas/courses</li> <li>▪ Test security could be an issue</li> <li>▪ Cost of exams and scoring an issue</li> <li>▪ Would require careful policies related to re-takes and failures</li> </ul>

6) Combination of embedded course-based assessments and commercial standardized exams	<ul style="list-style-type: none"> <li>▪ Combines best of options 4 &amp; 5</li> <li>▪ Eliminates need for standardized exams in all areas</li> <li>▪ Leaves some choices for faculty</li> <li>▪ Simplifies remediation strategies: most could be locally developed</li> <li>▪ All students would be assessed, not just a sample of student</li> </ul>	<ul style="list-style-type: none"> <li>▪ Too many commercial exams could be costly</li> <li>▪ Faculty/departments will need to commit to maintaining consistency in assessment and tracking</li> <li>▪ Faculty will need to commit to more common assessment activities than used in the past</li> </ul>
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The group determined that option six, which provides for a combination of locally-designed assessments embedded in general education courses and standardized examinations in selected subject/skill areas, was the best match for the college. Further, the existing state-mandated College-level Academic Skills (CLAS) testing requirement could then be used to verify reading, writing and computational skills in addition to the embedded assessments.

Each department is responsible for developing, validating, and maintaining locally developed assessments (e.g. common examination questions, essay/written document parameters, grading rubrics, etc.), as well as selecting standardized subject area examinations.

Student-level outcomes are assessed annually and incorporated into the three-year comprehensive review report as appropriate. At this level, data collection is conducted by the faculty members. Analysis is conducted jointly by the faculty members, academic department, and the NWFSC Assessment Team. Assessment reports, including recommendations for improvement, are maintained in the appropriate departments and the Office of Instructional Services, with three-year summaries submitted to the Board of Trustees as part of the comprehensive program review. The assessment of student learning outcomes is reported in a four-column format designed to connect outcomes, assessments, results, and recommendations for improvement. Following is the basic format of the report.

<b>General Education Student Learning Outcomes Annual Report</b>			
<b>Student Learning Outcome</b>	<b>Assessment and Benchmark</b>	<b>Assessment Results</b>	<b>Recommendations (Use of Results for Improvement)</b>

**Ensuring Consistency Across General Education Coursework**

To ensure that the student learning experiences and assessments are consistent across the general education curriculum, the following institutional practices apply to the general education program.

- Any course proposed for inclusion in the general education program must meet the criteria listed in the *NWFSC Curriculum Guidelines and Procedures Manual*, including approval by faculty and administration.
- All sections of a given course must cover the same learning objectives
- All sections of a given course must incorporate common assessment strategies and benchmarks
- All sections of a given course must use the same textbook

- All sections of a course, regardless of the delivery format (traditional, distance learning, or blended), must incorporate the same learning objectives
- Annual review of the assessment results for the all SLOs must include review of the consistency with which assessments are being conducted.

**Comprehensive Summary of General Education Courses, Outcomes, and Assessment**

The NWFSC general education program, in conformance with Florida Statutes, State Board of Education Rules, and SACS Commission on Colleges Standard 2.7.3, requires thirty-six general education credits in specified subject areas. The following program meets those requirements. All general education courses must comply with the appropriate procedures and criteria specified in the *NWFSC Curriculum Procedures and Guidelines Manual*. New courses may be added to the program only if they comply with those same standards.

**NWFSC General Education Requirements by Subject Area Category**

<b>General Education Requirements for Baccalaureate and the AA Degree Programs</b>	<b>General Education Requirements for the AAS and AS Degree Programs *</b>
<ul style="list-style-type: none"> <li>a) Six (6) semester hour credits in communication skills (English) with grade of “C” or higher</li> <li>b) Six (6) semester hour credits in mathematics with a grade of “C” or higher</li> <li>c) Six (6) semester hour credits in humanities with a grade of “C” or higher</li> <li>d) Three (3) semester hour credits in social science/history/government with writing requirement with a grade of “C” or higher</li> <li>e) Three (3) semester hour credits in social/behavioral science</li> <li>f) Eleven (11) – Twelve (12) semester hour credits in natural science</li> <li>g) One (1) semester hour credit in general education electives if items a-f do not equal thirty-six (36) semester hour credits</li> <li>h) At least one general education course with the Speaking-across-the-Curriculum designation</li> <li>i) At least one general education course with the Technology-across-the-Curriculum designation</li> </ul>	<ul style="list-style-type: none"> <li>a) Three (3) semester hour credits in communication skills (English composition)</li> <li>b) Three (3) semester hour credits in humanities</li> <li>c) Three (3) semester hour credits in mathematics</li> <li>d) Four (4) semester hour credits in natural science</li> <li>e) Three (3) semester hour credits in social science</li> <li>f) Two (2) semester hour credits in general education electives</li> <li>g) At least one general education course with the Speaking-across-the-Curriculum designation</li> <li>h) At least one general education course with the Technology-across-the-Curriculum designation</li> </ul>
<p><b>Total semester hour credits required for the bachelor’s and Associate in Arts degrees: Thirty-six (36)</b></p>	<p><b>Total semester hour credits required for the AS and AAS degrees: Eighteen (18)</b></p> <p><i>*All general education courses for the AS degree must be transferable to the university; AAS degree students have additional college level math and English Composition options that are considered general education, but are not guaranteed to meet university transfer general education requirements.</i></p>

The following is a comprehensive presentation of the current general education courses, program outcomes, student learning outcomes, and faculty-approved common assessment methods.

**General Education Program Outcomes, Student Learning Outcomes, Coursework and Assessment Methods**

<b>Program Outcome</b>	<b>Student Learning Outcome</b>	<b>Coursework Addressing the SLO</b>	<b>Assessment Method(s)</b>
<p>Communications: The student will demonstrate effective reading, writing, and speaking skills.</p>	<p>The student will demonstrate accurate and effective expository writing skills.</p>	<p>All Gen Ed English Composition courses: ENC 1101, ENC 1102, and LIN 1670</p>	<ul style="list-style-type: none"> <li>▪ One or more original exemplification essays drawn from a common set of prompts assessed with common criteria/grading rubric required for use in all sections of the given course</li> <li>▪ Satisfaction of the writing and essay sections of the Florida CLAS Testing Requirement</li> </ul>
		<p>All Gen Ed Humanities courses: AML 2010, AML 2020, ARH 1000, ARH 2050, ARH 2051, ARH 2060, ARH 2402, ENL 2012A, ENL 2022, HUM 1020, HUM 2250, HUM 2700, LIT 2090, LIT 2100, LIT 2120, MUH 1001, PHI 2010, PHI 2600, REL 2300, THE 2071, THE 2100, and THE 2300</p>	<ul style="list-style-type: none"> <li>▪ One or more original essays assessed with common criteria/grading rubric required for use in all sections of the given course</li> <li>▪ Satisfaction of the writing and essay sections of the Florida CLAS Testing Requirement</li> </ul>
		<p>Selected Social Science Gen Ed courses: AMH 2010, AMH 2020, AMH 1041, POS 1041, POT 1002, SYG 2010, WOH 1012, WOH 1022, and WOH 2040</p>	<ul style="list-style-type: none"> <li>▪ One or more original essays assessed with common criteria/grading rubric required for use in all sections of the given course</li> <li>▪ Satisfaction of the writing and essay sections of the Florida CLAS Testing Requirement</li> </ul>
	<p>The student will demonstrate effective public speaking skills.</p>	<p>All Speaking-Across-the-Curriculum Gen Ed Humanities courses: ARH 2050, ARH 2051, ARH 2060, ARH 2402, HUM 1020, HUM 2250, MUH 1001, PHI 2600, THE 2071, THE 2100, and THE 2300</p>	<ul style="list-style-type: none"> <li>▪ One or more oral presentations assessed with common criteria/grading rubric required for use in all sections of the given course</li> </ul>
		<p>SPC 1006, SPC 1600, SPC 2300</p>	<ul style="list-style-type: none"> <li>▪ One or more oral presentations assessed with common criteria/grading rubric required for use in all sections of the given course</li> </ul>

<p>Communications: The student will demonstrate effective reading, writing, and speaking skills.</p>	<p>The student will demonstrate accurate and effective reading comprehension skills.</p>	<p>All Gen Ed English Composition courses: ENC 1101, ENC 1102, and LIN 1670</p> <p>All Gen Ed Humanities courses: AML 2010, AML 2020, ARH 1000, ARH 2050, ARH 2051, ARH 2060, ARH 2402, ENL 2012A, ENL 2022, HUM 1020, HUM 2250, HUM 2700, LIT 2090, LIT 2100, LIT 2120, MUH 1001, PHI 2010, PHI 2600, REL 2300, THE 2071, THE 2100, and THE 2300</p> <p>All Gen Ed Social Science courses: ANT 2000, ANT 2100, AMH 2010, AMH 2020, AMH 1041, ECO 2013, GEA 1000, POS 1041, POT 1002, PSY 2012, SYG 2000, SYG 2010, WOH 1012, WOH 1022, and WOH 2040</p>	<ul style="list-style-type: none"> <li>▪ Satisfaction of the reading comprehension section of the Florida CLAS Testing Requirement</li> </ul>
<p>Critical Thinking: The student will apply reflection, analysis, synthesis, logical reasoning, and evaluation to formulate judgments, reach decisions, and solve problems.</p>	<p>The student will demonstrate effective synthesis of selected ideas, themes, and concepts present in the study of language, writing, and/or literature.</p>	<p>All Gen Ed English Composition courses: ENC 1101, ENC 1102, and LIN 1670</p>	<ul style="list-style-type: none"> <li>▪ One or more documented, research-based essays drawn from a common set of prompts assessed with common criteria/grading rubric required for use in all sections of the given course</li> <li>▪ Satisfaction of the writing and essay sections of the Florida CLAS Testing Requirement</li> </ul>
	<p>The student will demonstrate proficiency in research and analytical skills.</p>	<p>All Gen Ed English Composition courses: ENC 1101, ENC 1102, and LIN 1670</p>	<ul style="list-style-type: none"> <li>▪ One or more documented, research-based essays drawn from a common set of prompts assessed with common criteria/grading rubric required for use in all sections of the given course</li> <li>▪ Satisfaction of the writing and essay sections of the Florida CLAS Testing Requirement</li> </ul>

<p><b>Critical Thinking:</b> The student will apply reflection, analysis, synthesis, logical reasoning, and evaluation to formulate judgments, reach decisions, and solve problems.</p>	<p>The student will demonstrate effective synthesis of selected ideas, themes, and concepts present in the study of the social sciences and/or psychology.</p>	<p>ANT 2000, ANT 2100, AMH 2010, AMH 2020, AMH 1041, ECO 2013, GEA 1000, POS 1041, POT 1002, PSY 2012, SYG 2000, SYG 2010, WOH1012, WOH1022, and WOH2040</p>	<ul style="list-style-type: none"> <li>▪ One or more original essays assessed with common criteria/grading rubric required for use in all sections of a given course</li> <li>OR</li> <li>Written examination with questions selected from a common departmental question bank developed to target critical thinking skills</li> </ul>
		<p>AMH 2010, AMH 2020, AMH 1041, POS 1041, and POT 1002</p>	<ul style="list-style-type: none"> <li>▪ U.S. Citizenship Test administered as a pre- and post-test activity</li> </ul>
	<p>The student will analyze data or numerical information to draw appropriate conclusions about real-world problems.</p>	<p>All Gen Ed Math courses: MAC 1105, MAC 1140, MAC 1114, MAC 1147, MAC 2311, MAC 2312, MAC 2313, MAC 2233, MAP 2302, MAS 2103, MGF 1106, MGF 1107, MTG 2206, STA 2023, and STA 2122</p>	<ul style="list-style-type: none"> <li>▪ Written final examination with common questions required in all sections of the given course</li> <li>▪ Satisfaction of the computation section of the Florida CLAS Testing Requirement</li> </ul>
	<p>The student will reason logically and use appropriate mathematical methods to draw sound conclusions.</p>	<p>All Gen Ed Math courses: MAC 1105, MAC 1140, MAC 1114, MAC 1147, MAC 2311, MAC 2312, MAC 2313, MAC 2233, MAP 2302, MAS 2103, MGF 1106, MGF 1107, MTG 2206, STA 2023, and STA 2122</p>	<ul style="list-style-type: none"> <li>▪ Written final examination with common questions required in all sections of the given course</li> <li>▪ Satisfaction of the computation section of the Florida CLAS Testing Requirement</li> </ul>
		<p>HLP 1081</p>	<ul style="list-style-type: none"> <li>▪ Capstone wellness statistical profile and plan</li> </ul>
<p><b>Information Literacy:</b> The student will find, evaluate, organize, and use information accurately and effectively.</p>	<p>The student will demonstrate accurate and effective information literacy skills.</p>	<p>All Gen Ed English Composition courses: ENC 1101, ENC 1102, and LIN 1670</p>	<ul style="list-style-type: none"> <li>▪ Written examination with common questions required in all sections of ENC 1101 and ENC 1102</li> <li>▪ Written examination with common questions required in all sections of LIN 1670</li> </ul>
<p><b>Information Literacy:</b> The student will find, evaluate, organize, and use information accurately and effectively.</p>	<p>The student will use appropriate technology (computers, graphing calculators, etc.) to find information and to solve problems.</p>	<p>All Gen Ed Math courses: MAC 1105, MAC 1140, MAC 1114, MAC 1147, MAC 2311, MAC 2312, MAC 2313, MAC 2233, MAP 2302, MAS 2103, MGF 1106, MGF 1107, MTG 2206, STA 2023, and STA 2122</p>	<p>Written final examination with common questions required in all sections of the given course</p>

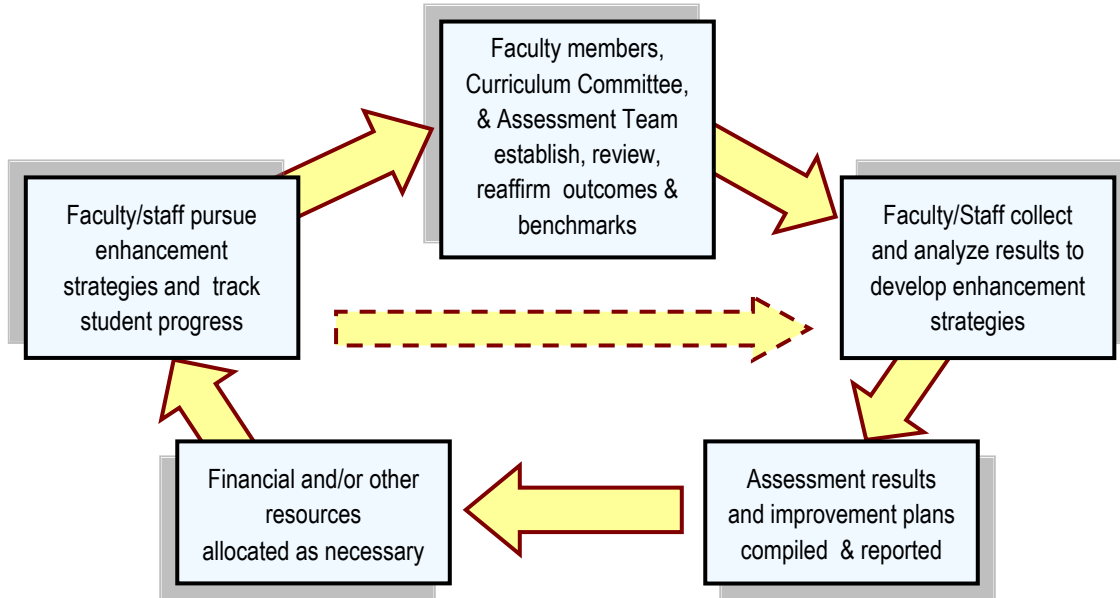
<p>Global/Socio Responsibility:</p> <p>The student will participate actively as an informed and responsible citizen in social, cultural, global, and environmental matters.</p>	<p>The student will demonstrate an effective understanding of the history, values, and achievements of the humanities.</p>	<p>All Gen Ed Humanities courses: AML 2010, AML 2020, ARH 1000, ARH 2050, ARH 2051, ARH 2060, ARH 2402, ENL 2012A, ENL 2022, HUM 1020, HUM 2250, HUM 2700, LIT 2090, LIT 2100, LIT 2120, MUH 1001, PHI 2010, PHI 2600, REL 2300, THE 2071, THE 2100, and THE 2300</p>	<p>One or more original essays assessed with common criteria/grading rubric required for use in all sections of the given course</p>
	<p>The student will demonstrate an effective understanding of ideas, perspectives, beliefs, and practices from diverse cultures and civilizations.</p>	<p>All Gen Ed Humanities courses: AML 2010, AML 2020, ARH 1000, ARH 2050, ARH 2051, ARH 2060, ARH 2402, ENL 2012A, ENL 2022, HUM 1020, HUM 2250, HUM 2700, LIT 2090, LIT 2100, LIT 2120, MUH 1001, PHI 2010, PHI 2600, REL 2300, THE 2071, THE 2100, and THE 2300</p>	<p>One or more original essays assessed with common criteria/grading rubric required for use in all sections of the given course</p>
<p>Scientific and Quantitative Reasoning:</p> <p>The student will understand and apply mathematical and scientific principles and methods.</p>	<p>The student will demonstrate proficiency in computation.</p>	<p>All Gen Ed Math courses: MAC 1105, MAC 1140, MAC 1114, MAC 1147, MAC 2311, MAC 2312, MAC 2313, MAC 2233, MAP 2302, MAS 2103, MGF 1106, MGF 1107, MTG 2206, STA 2023, and STA 2122</p>	<ul style="list-style-type: none"> <li>● Written final examination with common questions required in all sections of the given course</li> <li>● Satisfaction of the computation section of the Florida CLAS Testing Requirement</li> </ul>
	<p>The student will demonstrate fundamental knowledge of the terminology, major concepts, and theories of one or more fields in the physical and biological sciences.</p>	<p>All Gen Ed Natural Science courses: AST 1002, BOT 1010C, BSC 1005, BSC 1010C, BSC 1011C, BSC 1085C, BSC 1086C, BSC 2020C, CHM 1025, CHM 1032C, ESC 1000, EVS 1001C, GLY 2010C, GLY 2100C, GLY 2601C, ISC 1003, MET 1010, OCE 1001C, PCB 2011C, PHY 1020, PYH 1053C, PHY 1054C, PHY 2048C, PHY 2049C, and ZOO 1010C</p>	<ul style="list-style-type: none"> <li>▪ Written final examination with common questions required in all sections of the given course</li> </ul>
		<p>CHM 1045C, CHM 1046C</p>	<ul style="list-style-type: none"> <li>▪ Written final examination with common questions required in all sections of the given course</li> <li>▪ American Chemical Society standardized exam</li> </ul>

The student will distinguish among fact, scientific law, hypothesis, and theory, including the scientific method.	AST 1002, BOT 1010C, BSC 1005, BSC 1010C, BSC 1011C, BSC 1085C, BSC 1086C, BSC 2020C, CHM 1025, CHM 1032C, ESC 1000, EVS 1001C, GLY 2010C, GLY 2100C, GLY 2601C, ISC 1003, MET 1010, OCE 1001C, PCB 2011C, PHY 1020, PYH 1053C, PHY 1054C, PHY 2048C, PHY 2049C, and ZOO 1010C	<ul style="list-style-type: none"> <li>▪ Written final examination with common questions required in all sections of the given course</li> </ul>
	CHM 1045C, CHM 1046C	<ul style="list-style-type: none"> <li>▪ Written final examination with common questions required in all sections of the given course</li> <li>▪ American Chemical Society standardized exam</li> </ul>

## Systematic Evaluation and Improvement of General Education

Like other NWFSC evaluation processes, the general education review follows a closed-loop system.

### General Education Closed-loop Planning and Assessment Cycle



As with other academic programs, there is a standard format Accountability (assessment) Plan for general education, compiled and reported according to the same schedule as other academic programs.

## General Education Accountability Plan

Mission And Strategic Planning Goals	
<ul style="list-style-type: none"> <li>▪ The general education program reflects mission goals 3, 4, and 9</li> <li>▪ The general education program reflects strategic goals II(A), II(C), and II(D)</li> </ul>	
General Education Program Goals	
Program Goal	Benchmark and Assessment Method(s)
<ul style="list-style-type: none"> <li>▪ To provide a transferable, comprehensive general education program that prepares students to succeed in upper division programs of study</li> <li>▪ To provide a fundamental set of general education offerings that will prepare students to succeed in career/technical programs of study</li> <li>▪ To provide a foundation of common knowledge, skills, and shared intellectual, cultural, and social experiences that will prepare students to participate in their communities as informed, responsible citizens and lifelong learners</li> </ul>	<ul style="list-style-type: none"> <li>▪ Combined course success rates in each of the general education subject categories will meet or exceed those of the previous year</li> <li>▪ Success Rates for AA of Arts Students as determined by the FLDOE will meet or exceed those of the Florida System (Accountability Outcome Measure)</li> <li>▪ The upper division mean GPA for AA transfer students as determined by the FLDOE will meet or exceed that of the Florida System</li> <li>▪ The percentage of AA transfer students achieving an upper division GPA of 2.5 or higher as determined by the FLDOE will meet or exceed the system wide percentage (Accountability Outcome Measure)</li> </ul>

<b>General Education Program Outcomes</b>	
<b>Program Outcome</b>	<b>Benchmark and Assessment Method(s)</b>
<ul style="list-style-type: none"> <li>▪ The student will demonstrate effective reading, writing, and speaking skills</li> <li>▪ The student will apply reflection, analysis, synthesis, logical reasoning, and evaluation to formulate judgments, reach decisions, and solve problems</li> <li>▪ The student will understand and apply mathematical and scientific principles and methods</li> <li>▪ The student will find, evaluate, organize, and use information accurately and effectively</li> <li>▪ The student will participate actively as an informed and responsible citizen in social, cultural, global and environmental matters</li> </ul>	<ul style="list-style-type: none"> <li>▪ The student success rates in general education communication/writing courses will meet or exceed those of the previous year.</li> <li>▪ The student success rates in general education mathematics courses will meet or exceed those of the previous year.</li> <li>▪ The student success rates in general education humanities courses will meet or exceed those of the previous year.</li> <li>▪ The student success rates in general education social science courses will meet or exceed those of the previous year.</li> <li>▪ The student success rates in general education natural sciences courses will meet or exceed those of the previous year.</li> </ul>
<b>General Education Student Learning Outcomes</b>	
<b>Student Learning Outcome</b>	<b>Benchmark and Assessment Method(s)</b>
The student will demonstrate accurate and effective expository writing skills.	<ul style="list-style-type: none"> <li>▪ At least 75% of students will score at least 75% on one or more original exemplification essays drawn from a common set of prompts assessed with common criteria/grading rubric required for use in all sections of the given English composition course</li> <li>▪ Satisfaction of the writing and essay sections of the Florida CLAS Testing Requirement</li> <li>▪ At least 75% of students will demonstrate at least 75% proficiency on one or more original essays assessed with common criteria/grading rubric required for use in all sections of the given humanities course</li> <li>▪ At least 85% of students will score at least 75% proficiency on one or more original essays assessed with common criteria/grading rubric required for use in all sections of the given social science writing-across-the-curriculum course</li> </ul>
The student will demonstrate effective public speaking skills.	<ul style="list-style-type: none"> <li>▪ At least 85% of students will scores at least 75% proficiency on one or more oral presentations assessed with common criteria/grading rubric required for use in all sections of the given speaking-across-the-curriculum course</li> </ul>
The student will demonstrate accurate and effective reading comprehension skills.	<ul style="list-style-type: none"> <li>▪ Satisfaction of the reading comprehension section of the Florida CLAS Testing Requirement</li> </ul>
The student will demonstrate effective synthesis of selected ideas, themes, and concepts present in the study of language, writing, and/or literature.	<ul style="list-style-type: none"> <li>▪ At least 75% of students will score at least 75% proficiency on one or more documented, research-based essays drawn from a common set of prompts assessed with common criteria/grading rubric required for use in all sections of the given English composition course</li> <li>▪ Satisfaction of the writing and essay sections of the Florida CLAS Testing Requirement</li> </ul>
The student will demonstrate proficiency in research and analytical skills.	<ul style="list-style-type: none"> <li>▪ At least 75% of students will score at least 75% proficiency on one or more documented, research-based essays drawn from a common set of prompts assessed with common criteria/grading rubric required for use in all sections of the given English composition course</li> <li>▪ Satisfaction of the writing and essay sections of the Florida CLAS Testing Requirement</li> </ul>

<p>The student will demonstrate effective synthesis of selected ideas, themes, and concepts present in the study of the social sciences and/or psychology.</p>	<ul style="list-style-type: none"> <li>▪ At least 85% of students will score at least 75% proficiency on one or more original essays assessed with common criteria/grading rubric required for use in all sections of the given social science writing-across-the-curriculum course</li> <li>▪ At least 85% of students will score at least 75% proficiency on a written examination in the given social sciences course with questions selected from a common departmental question bank developed to target critical thinking skills</li> <li>▪ At least 75% of students will score at least 75% on the U.S. Citizenship Test administered as a pre- and post-test activity in the given history course</li> </ul>
<p>The student will analyze data or numerical information to draw appropriate conclusions about real-world problems.</p>	<ul style="list-style-type: none"> <li>▪ At least 70% of students will score at least 70% proficiency on a written final examination with common questions required in all sections of the math given course</li> <li>▪ At least 75% of students will score at least 75% on the capstone wellness statistical profile and plan</li> <li>▪ Satisfaction of the computation section of the Florida CLAS Testing Requirement</li> </ul>
<p>The student will reason logically and use appropriate mathematical methods to draw sound conclusions.</p>	<ul style="list-style-type: none"> <li>▪ At least 70% of students will score at least 70% proficiency on a written final examination with common questions required in all sections of the given math course</li> <li>▪ Satisfaction of the computation section of the Florida CLAS Testing Requirement</li> </ul>
<p>The student will demonstrate accurate and effective information literacy skills.</p>	<ul style="list-style-type: none"> <li>▪ At least 75% of students will score at least 75% proficiency on a written examination with common questions required in all sections of ENC 1101 and ENC 1102</li> <li>▪ At least 75% of students will score at least 75% proficiency on a written examination with common questions required in all sections of LIN 1670</li> </ul>
<p>The student will use appropriate technology (computers, graphing calculators, etc.) to find information and to solve problems.</p>	<ul style="list-style-type: none"> <li>▪ At least 70% of students will score at least 70% proficiency on a written final examination with common questions required in all sections of the given math course</li> </ul>
<p>The student will demonstrate an effective understanding of the history, values, and achievements of the humanities.</p>	<ul style="list-style-type: none"> <li>▪ At least 75% of students will score at least 75% proficiency on one or more original essays assessed with common criteria/grading rubric required for use in all sections of the given humanities course</li> </ul>
<p>The student will demonstrate an effective understanding of ideas, perspectives, beliefs, and practices from diverse cultures and civilizations.</p>	<ul style="list-style-type: none"> <li>▪ At least 75% of students will score at least 75% proficiency on one or more original essays assessed with common criteria/grading rubric required for use in all sections of the given humanities course</li> </ul>
<p>The student will demonstrate proficiency in computation.</p>	<ul style="list-style-type: none"> <li>• At least 70% of students will score at least 70% proficiency on a written final examination with common questions required in all sections of the given math course</li> <li>• Satisfaction of the computation section of the Florida CLAS Testing Requirement</li> </ul>
<p>The student will demonstrate fundamental knowledge of the terminology, major concepts, and theories of one or more fields in the physical and biological sciences.</p>	<ul style="list-style-type: none"> <li>▪ At least 70% of all students will score at least 70% proficiency on a written final examination with common questions required in all sections of the given natural science course</li> <li>▪ At least 70% of CHM 1045C and CHM 1046C students will score at least 70% on the American Chemical Society standardized exam</li> </ul>
<p>The student will distinguish among fact, scientific law, hypothesis, and theory, including the scientific method.</p>	<ul style="list-style-type: none"> <li>▪ At least 70% of students will score at least 70% proficiency on a written final examination with common questions required in all sections of the given natural science course</li> <li>▪ At least 70% of CHM 1045C and CHM 1046C students will score at least 75%</li> </ul>

	on the American Chemical Society standardized exam
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### **Remediation for Struggling Students**

Students who encounter academic problems in general education classes have access to all the usual support services. However, given that general education coursework provides the foundation for future studies, early intervention and specific learning support tied to unsuccessful performance on the common general education course assessments is essential. Therefore, students who, per the established common assessment method and timeframe, do not master a learning outcome during the semester of enrollment will be referred to the Academic Success Center (ASC) for remediation.

The ACS will assist the student with self-paced modules or other instructor-provided activities addressing the problem area, including an assessment of competence upon completion of the activity. The individual instructor may determine whether the ASC “post-test” is acceptable verification of mastery or whether the student will need to complete another version of the original course activity.

### **General Education Assessment Timetable**

The following chart presents the timetable for all general education planning and assessment activities:

- a) Data collection and analysis is conducted annually; if results warrant, strategies for improvement are recommended annually.
- b) Three years of annual data, analysis and improvement activities is combined into a comprehensive report pre the three-year cycle indicated for the given subject area.
- c) Summaries of the comprehensive reports are presented to the Board of Trustees and posted on the college website.
- d) Follow-up reports regarding progress on the previous year’s recommendations for improvement are prepared and presented to the Board of Trustees.

The upper half of the chart provides the timeline for evaluation of the full general education program and for the evaluation of the various departments that offer general education coursework. Data is collected and reviewed each year; however, analysis and results are compiled and reported on a three-year cycle. The steps, sequence, and dates apply to both the annual activity and the activities of the third-year report.

The lower half of the chart provides the timeline for data collection, analysis, and reporting at the student outcomes level. Activities in the lower half of the chart are reported annually and combined once every three years into a comprehensive program review.

## General Education Planning and Assessment Time Table

Planning and Assessment Activity	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	
<b>Program-Level Planning and Assessment: Annual and Three-Cycle Time Table</b>																			
Performance data collected and summarized by Programs/Units, including progress information on recommendations pursued from previous year																			
Faculty/Staff analyze results to develop recommendations for improvement, incorporating general education and other SLO assessment results (see below) as appropriate																			
Program/Unit Reviews submitted to Board of Trustees																			
Faculty/staff members pursue recommendations and strategies for improvement											Continuing as appropriate								
<b>Student Learning Outcomes (SLO's) Planning and Assessment: Annual Time Table</b>																			
Planning and Assessment Activity	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	
Faculty collect student outcomes data																			
Student outcome data summarized																			
Faculty/staff analyze annual SLO results to develop recommendations for improvement																			
Annual SLO reports submitted to Instructional Services																			
SLO three-year results analyzed for recommendations																			
SLO results and recommendations incorporated into three-year program reports according to established review cycle																			
Program/Unit Reviews submitted to Board of Trustees																			
Recommendations requiring funding submitted to Budget Committee as needed																			
Faculty/staff members pursue recommendations and strategies for improvement											Continuing as appropriate								