

LT	Languages & Literatures No example submitted				
PH	PHIL 125: Ethics and the Good Life	1. Values and beliefs: Tolerance and autonomy—students will respect the considered moral opinion of others and show independence in decision making and in shaping their own values.	Valuing Multiple Frameworks	Fall 2017 review of a signature assignment	Response to course evaluations: Framing questions for whole class discussion that would provide informal, low-stakes evidence for the stated outcome.
REL (check full report)					
NATURAL SCIENCES					
NS	BIO 225, 226	1. Communicate clearly and effectively in both oral and written forms. 2. Adapt messages to various audiences using appropriate media, conventions or styles	Expression	Writing samples from Biology “core” classes (225, 226, 330, 499) Assess ability to use evidence, consider alternative hypotheses, and communicate	Current focus on rubric development, with individual faculty working the “bugs” out. Next step is to implement with student samples across courses.

				findings of their work in written form via a rubric.	
	Computer Science	N/A			
	Geoscience	N/A			
		1.			
	PHYS 110, 125/126, 153/154	<ol style="list-style-type: none"> 1. Explain the principles of designing experiments or observational strategies and, when feasible, carry out such experiments or observations. 2. Recognize and describe how analyses are done in order to show that experimental data or observations support hypotheses, or alternatively, lead to revisions. 3. Demonstrate technical, safety, and communication skills at a level of sophistication appropriate for the course. 	Knowledge Base	<p>Student work submitted through online homework system</p> <p>Student answers to pre-lab and post-lab questions</p>	<p>85-100% in all learning outcomes</p> <p>Lab reports reviewed by lab instructors</p> <p>Review of results provide opportunities to adjust curriculum, moving challenging questions to post lab, or into a different learning context</p>
MATHEMATICS					

MS	MATH 151	<ol style="list-style-type: none"> 2. Communication: ability to read, write, and speak about mathematics 3. Application: ability to translate real world problems into mathematical problems and vice versa) <p>Critical Thinking and Logic</p>	Expression	Gateway quiz into MATH 152	<p>Survey of faculty on expected outcomes based on knowledge of student development</p> <p>Quiz results and faculty perception were close for application and critical thinking.</p> <p>Communication became the area to study for the next academic year.</p>
SOCIAL SCIENCES					
SO	ANTH 190/192/491	<ol style="list-style-type: none"> 1. Ask “big enough” questions 2. Think critically 3. Discern and formulate values 4. Express themselves effectively and creatively 5. Interact with others respectfully 6. Understand the world from various perspectives 7. Understand the 	<p>Critical Reflection</p> <p>Valuing</p> <p>Expression</p> <p>Interaction with others</p> <p>Multiple Perspectives Knowledge Base</p>	<p>Journal</p> <p>End of semester reflection paper</p> <p>Midterm exam</p>	<p>Transition year for the course in 2018 to a new faculty member,</p> <p>More to bring the faculty member into understanding the course</p>

		concepts, theories, and methods of anthropology			
	ECON 101, 111	<ol style="list-style-type: none"> 1. Understand economic concepts including opportunity cost, scarcity, constraints, markets, comparative advantage 2. Understand basic economic institutions of a modern society 3. Have basic awareness of economic measures 4. Have the ability to manipulate and interpret graphical models 5. Have the ability to interpret changes in economics measures 6. Have the ability to apply appropriate economic models to specific scenarios 7. Have the ability to predict responses to changes in economic circumstances. 	<p>Knowledge Base</p> <p>Critical and Reflective Thinking</p>	<p>Homework</p> <p>Quizzes</p> <p>Tests</p>	Faculty felt the majority of students met the learning objectives
	HIST (multiple courses)	Historical methodology centers on the examination and analysis of primary sources, as	<p>Expression</p> <p>Critical</p>	<p>Questions on Course Evaluation:</p>	Spring 2017 results: 1.92% agree/strongly agree

		developed over multiple writing assignments.	Reflection	<p>1.This course challenged me to improve my writing</p> <p>2.This course focused on the importance to understand the distinction between primary and secondary sources in the field of history</p> <p>3.This course made an important contribution to my growth as a critical thinker.</p>	<p>2.90% agree/strongly agree</p> <p>3.92% agree/strongly agree</p> <p>Continue to gather data to verify findings, compare to individual course assignment completion.</p>
	POLS				
	PSYC				
	SOCI 101/190	<ol style="list-style-type: none"> 1. Understand sociological perspective 2. Know and use sociological concepts 3. Know three major sociological perspectives (functionalism, conflict, 	Knowledge Base	<p>Tests</p> <p>Quizzes</p> <p>In-class participation</p>	<p>Course evaluation responses to ILO #1</p> <p>Critical and Reflective Thinking</p> <p>Average response 4.24="agree" that SOCI 101 supported</p>

		<p>symbolic interaction)</p> <ol style="list-style-type: none"> 4. Know research methods basics 5. See sociology in practice (journal articles, newspaper articles, research projects) 6. Begin learning to write sociologically 7. Participate in oral discussions and/or presentations 8. Be able to think critically 9. Develop an appreciation for the impact of race, class and gender and other hierarchies upon social life 10. Become acquainted with the ASA style conventions for writing and research 	<p>Critical Reflection</p> <p>Expression</p> <p>Working with others</p> <p>Valuing Multiple Frameworks</p>		<p>their development toward mastery of critical and reflective thinking.</p> <p>Identified these themes of support:</p> <p>Applied/experimental learning opportunities</p> <p>Writing assignments</p> <p>Faculty will work to further develop this type of assignment to support critical thinking.</p>
ARTS					
AR	ART 180	<ol style="list-style-type: none"> 1. Provide students with a foundation for relating to visual analysis, historical and contemporary cultural inquiry, and exploration of the creative process. 	<p>Knowledge Base</p> <p>Expression</p> <p>Critical and Reflective</p>		<p>Course Evaluation</p> <p>ILO #1 Critical and Reflective Thinking</p> <p>Faculty analysis demonstrated the need to communicate</p>

		<p>-a general knowledge of the major monuments, artists, and movements of the European and North American tradition, from the ancient world to the present</p> <p>-an awareness of the development of art in cultures outside of Europe and North America</p> <p>-familiarity with world history, and encourage proficiency in theory, analysis, and critical methods</p> <p>-prepare students for a better understanding of the arts, creative communities, and the role they can play on cultural enterprises</p>	<p>Thinking</p> <p>Valuing</p> <p>Multiple Frameworks</p>		<p>General Education outcomes and designation on the syllabus, as well as clear delineation in class.</p>
	COMA 120				
	MUSI 120				