



GENERAL EDUCATION ANNUAL REPORT

Curriculum Committee 2016-2017

Abstract

Annual assessment of General Education Content Areas:
Diversity, Meaning, Ethics, and Mathematics. Juried
Assessment completed Summer 2016 with reflection and
comments provided Spring 2017.

Respectfully submitted, Dr. Carrie McCray

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General Education Annual Assessment Report

Curriculum Committee

2016-2017

Overview/History of General Education

Starting in 2007, the General Education program began collecting data on the performance of students in those classes listed as “General Education.”

Students in classes that satisfied each of the ten general education classes were assessed on a three-year rotation: in the first year of rotation, three of the ten areas were assessed; in the next year, three other areas were assessed. In the third year, the remaining four areas were assessed, and the data collected through these methods was stored in our online portfolio system, tk20.

Students’ work in general education classes was assessed in the following way: if a student was enrolled in a general education class in an area scheduled for assessment, artifacts (essays, portfolios, etc) were collected of all students enrolled in the class. Those artifacts were then evaluated after the end of the semester using rubrics developed by faculty in those areas (in most cases, the assignments were evaluated by instructors before the end of the semester, and used in that manner as part of the grade for the class—the general education assessment, taking place after the end of the semester, had no direct effect on a student’s grade in the class, even in those cases where the assessors’ evaluation coincided with that of the instructor). It is the data collected by scoring with rubrics that was then stored. The data for the general education assessment is neutral to the course content, as it is assessed by a neutral member of the faculty.

The General Education program was restructured in the fall semester 2015 moving the content areas into clusters to assist in the coordination of assessment and evaluation of the General Education program. The new clusters are provided below and the curriculum committee will modify the assessment of General Education to a 4-year cycle focusing on one cluster each year. It is the hope of the committee that this restructure will help streamline the assessment of the General Education program.

General Education Purpose Statement

Approved April 5, 2016 Faculty Assembly

William Woods University strives to build upon student knowledge beyond their academic specialty areas. To supplement varied student goals and aspirations with core learning experiences, the University General Education curriculum engages all students in critical analysis, quantitative inquiry, creative expression, and substantive understanding of the relationships between individuals and societies. Accordingly, all undergraduate students must complete the required General Education credits in addition to the coursework for their respective majors.

Structural Changes to General Education: (the 4 overarching areas)

Fall 2015, campus faculty voted on the adoption of the following structural outline for the General education program.

Critical Analysis: (9 credit hours) Students apply logical and analytical reasoning skills to diverse source materials in the interest of discerning and debating aesthetic, thematic, and ethical content.

- Critical Thinking (3 credit hours)
- Ethical Reasoning (3 credit hours)
- Meaning (3 credit hours)

Creative Expression: (12 credit hours) Students develop the ability to express ideas and concepts, both logically and creatively, through written, oral, reflective, and aesthetic practices utilizing various media forms.

- Communication (9 credit hours)
- Fine & Performing Arts (3 credit hours)

Quantitative Inquiry: (10 credit hours) Students will develop and practice quantitative problem-solving skills in order to analyze and critically evaluate information in a larger context.

- Natural Sciences (7 credit hours)
- Mathematics (3 credit hours)

Society & the Individual: (12 credit hours) Students integrate knowledge to articulate an understanding of diverse cultures, historical contexts, and human behaviors.

- Social Science (3 credit hours)
- Diversity (3 credit hours)
- Historical Perspective (6 credit hours)

Current General Education Assessment Cycle
(updated beginning Fall 2016 to reflect new structure)

Outcome Area	Learning Outcomes	Assessment *Standardized Measures	Expected use for Assessment	Schedule for Analysis of Assessment Data
Critical Analysis: Students apply logical and analytical reasoning skills to diverse source materials in the interest of discerning and debating aesthetic, thematic, and ethical content				
Critical Thinking	Students will use the principles of logic to develop analytical and reasoning skills	CLA Rubric developed by Legal Studies, Sociology, Philosophy, and other designated faculty. Re-evaluated in spring 2013.	Value Added scores on CLA Critical Thinking Assess sample work in Legal Studies, Sociology, Philosophy, and other designated general education courses to determine if the set benchmarks are met and to assess course/assessment changes in the future.	Spring 2017 Spring 2021
Ethical Reasoning	Students will consider ethical problems in terms of competing interests, historical and cultural roots of conflict, and use various models or theories of ethical reasoning to resolve moral dilemmas.	CLA Rubric developed by Legal Studies, Sociology, Philosophy, and other designated faculty. Re-evaluated in spring 2013.	Value added scores on CLA Analytic Reasoning Assess sample work in Legal Studies, Sociology, Philosophy, and other designated general education courses to determine if the set benchmarks are met and to assess course/assessment changes in the future.	Spring 2017 Spring 2021
Meaning	Students will analyze texts (broadly defined) in order to identify central themes and interpret underlying meaning.	CLA Rubric developed by English faculty. Re-evaluated in spring 2013.	Value added scores on CLA Analytic Reasoning Assess sample work in Literature general education courses to determine if the set benchmarks are met and to assess course/assessment changes in the future.	Spring 2017 Spring 2021
Society & the Individual: Students integrate knowledge to articulate an understanding of diverse cultures, historical contexts, and human behaviors.				
Social Science	Students will study the behavior of people and employ the principles of science to explain both group and individual behavior.	Rubric Developed by Social Science Faculty. Revised Spring 2013	Assess sample work Social Work, Sociology, Economics, Psychology, and Legal Studies general education courses to determine if the set benchmarks are met and to assess course/assessment changes in the future.	Spring 2018 Spring 2022
Diversity	Students will solve problems through an analysis of quantitative relationships.	*NSSE Results Rubric Developed by Diversity Faculty. Revised spring 2013.	Results of NSSE dealing with Diversity Assess sample work Diversity general education courses to	Spring 2018 Spring 2023

			determine if the set benchmarks are met and to assess course/assessment changes in the future.	
Historical Perspective	Students will think historically, meaning that they will understand both how the present is shaped by the past and how the past informs our understanding of the present.	Rubric developed by History Faculty (reevaluated spring 2013)	Assess sample work from History general education courses to determine if the set benchmarks are met and to assess course/assessment changes in the future	Spring 2018 Spring 2022
Creative Expression: Students develop the ability to express ideas and concepts, both logically and creatively, through written, oral, reflective, and aesthetic practices utilizing various media forms				
Communication (writing)	Students will transmit information effectively in written or spoken form.	Communication Rubric revised by COM and ENG faculty spring 2012	CLA Writing: Value Added scores Assess sample work from English Composition General Education courses to determine if set benchmarks are met and to assess course/assessment changes in the future	Spring 2019 Spring 2023
(Oral)		Communication Rubric revised by COM and ENG faculty spring 2012	Assess sample work from oral communication courses to determine if benchmarks are met and to assess course/assessment changes in the future.	Spring 2019 Spring 2023
Fine Arts: Creative and Aesthetic Sensibility	Students will examine the products of human creativity in such endeavors as painting, sculpture, theatre, and music.	Rubric developed by Art Faculty and re-evaluated spring 2013.	Assess sample work from Art, Theatre, and Music general education courses to determine if the set benchmarks are met and to assess course/assessment changes in the future.	Spring 2019 Spring 2023
Quantitative Inquiry: Students will develop and practice quantitative problem-solving skills in order to analyze and critically evaluate information in a larger context.				
Natural Science	Students will understand the natural world through systematic observation, by analyzing data, and by forming, testing and revising hypotheses.	Rubric Developed by Science Faculty. Revised Spring 2013	Assess sample work Biology, Chemistry, Physics, and Science general education courses to determine if the set benchmarks are met and to assess course/assessment changes in the future.	Spring 2020 Spring 2024
Mathematics	Students will solve problems through an analysis of quantitative relationships.	Rubric developed by Math faculty and revised spring 2013	Assess sample work in Mathematics general education courses to determine if the set benchmarks are met and to assess course/assessment changes in the future.	Spring 2020 Spring 2024

Demographic Data of Assessed Content (Data represent the past 6 semesters of collected data)

GE Area	Criterion	Artifacts Uploaded	Artifacts assessed
Diversity	Cultural Awareness	289	122
	Interaction with Others		
	Understanding Difference		
	Self-Understanding		
Meaning	Identify basic communication components of the text.	358	116
	Interpret the central meaning or theme of the text.		
	Support textual interpretation.		
Ethics	Identify interested parties and their claims	493	110
	Locate cultural and/or historical bases of conflict		
	Apply varied models and theories to approach moral dilemmas		
Mathematics	Select and apply commonly used mathematical terminology and theorems appropriately.	431	95
	Evaluate the accuracy of statements concerning math concepts		
	Use mathematical models to analyze problems from the world at large.		
	Manipulate and interpret quantitative data.		

Limitations on the data:

- Mathematics: the data is divided out by content areas on the rubric, so finding an assignment that aligns to one line of the rubric at a time is more complex. Most on ground assessments were aligned to one function of the rubric, making the uploaded sections different for each of the criteria. Not all students uploaded documents in each area of the portfolio. The online assessments were one assignment that was aligned to the whole rubric.
- Mathematics: all of the online data is from one course taught multiple semesters.
- Ethics: all of the online data is from one course taught multiple semesters.

Demographic Data per Content Area:

*Representative Sample

General Education Area	Enrollment	% Withdrawn	% Fail	AVG Size	Number of Courses offered	Number of Sections offered
Diversity (Campus) Total	431	4.1%	4.3%	16.3	8	26
Diversity (On Line) Total	149	1.2%	7.9%	18.6	3	8
Meaning (Campus) Total	377	1.6%	2.5%	18.9	13	20
Meaning (On Line) Total	69	13.5%	6.8%	13.8	2	5
Ethics (Campus) Total	374	4.8%	5.4%	20.3	6	18
Ethics (On Line) Total	154	5.8%	13.3%	22	1	7
Mathematics (Campus) Total	367	3.2%	5.1%	17.03	5	21
Mathematics (On Line) Total	86	18.6%	12.8%	14.3	3	6

Appendix A GE Enrollment Data

*The data for uploaded artifacts for each outcome area and the courses is a representative sample of 2 academic years (2014-2015; and 2015-2016).

**The data for enrollment, withdrawn/fail rates, average course size, and the number of courses and sections offered is compiled from the assessment cycle.

Diversity

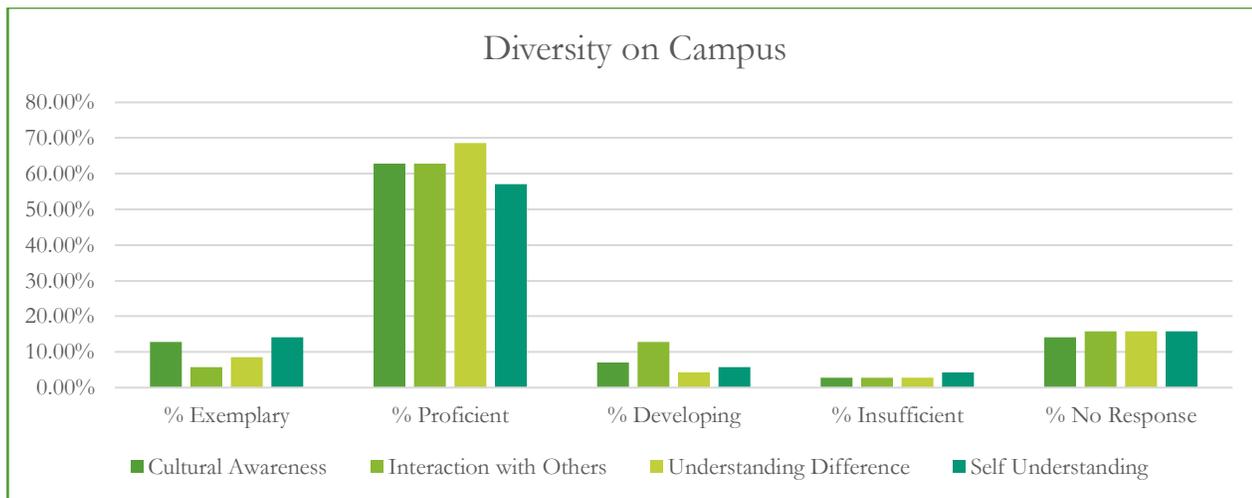
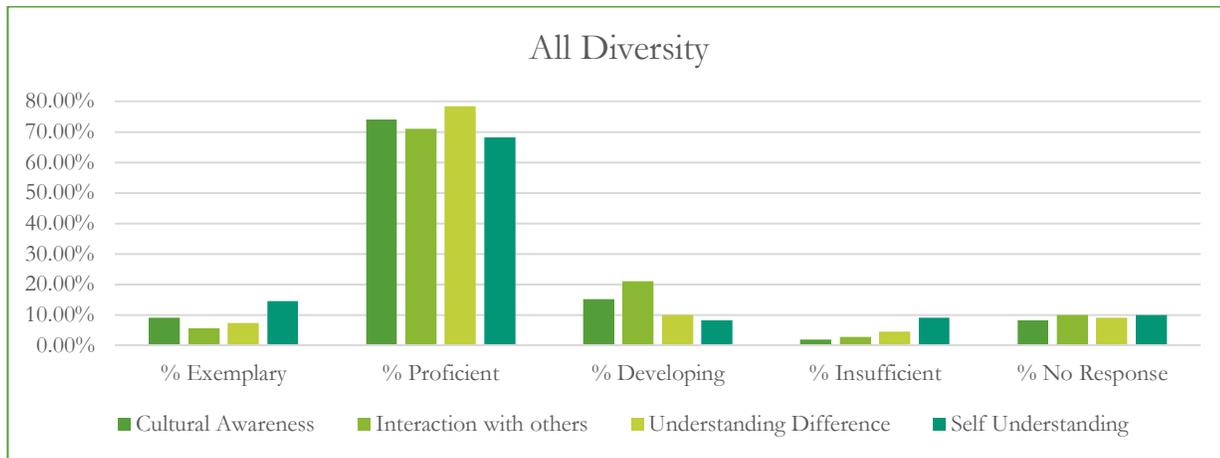
Student N= 122

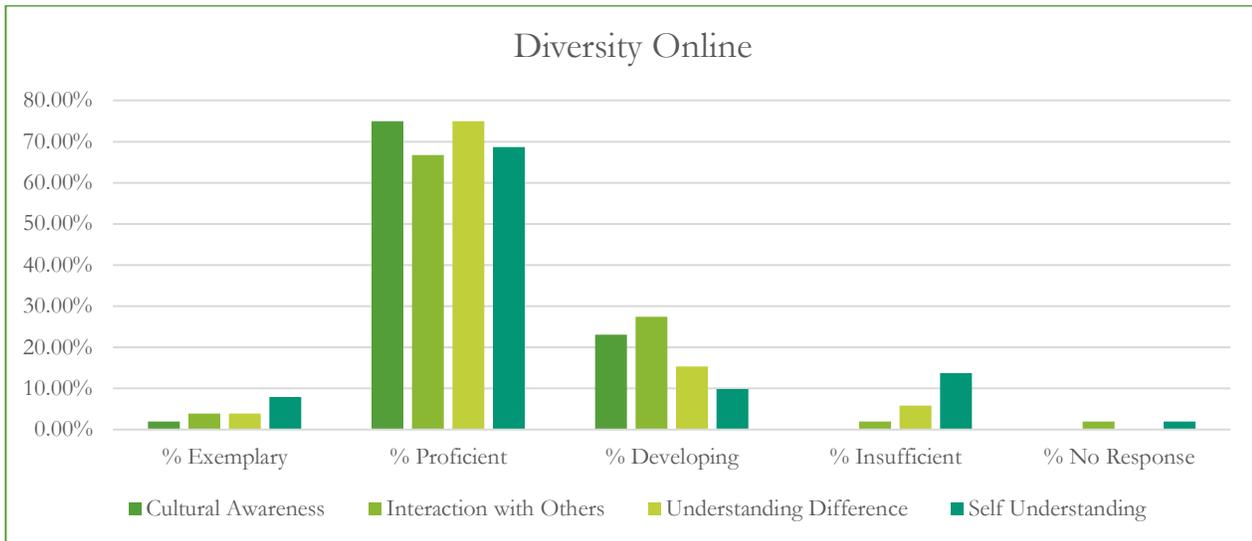
Classes involved:

On Campus: ASL120 (FA'14); HUM237 (SP13, SP15, SP16); SPA101 (F13); SPA102 (SP14, SP15); PHL102 (F15, SP13).

Online: PHL102 (SP13, sP15, SP16); GEO201 (SP16); HUM212 (SUM13); SCA353 (SP16)

Semesters:2013-2016





External Evaluators Response:

Comments summarized:

I had a handful of students with no submissions (maybe 3-4 total), so I marked N/A for all the categories in those cases.

Generally, I thought the assignments were well suited to the rubric (Travis' especially--those are always a joy to read), but there were a couple assignments which seemed less suited to the rubric, making assessment a bit more difficult.

First, there was an assignment which seemed to be asking students to take a side on the "one-child" policy in China, and it was tough to see how these enabled students to demonstrate the criteria specified on the rubric, because the assignment did not appear designed to foster immersion in, understanding of, or empathy with culturally diverse situations.

Another assignment asked students to compare and contrast philosophical concepts and to align themselves with one "side" or the other in terms of their own conduct, and this assignment was also difficult to reconcile with the rubric focal points.

These are both perfectly fine assignments on their own merits, of course, but just don't fit the stated rubric categories and descriptors very well in terms of the artifacts they ask students to produce. I did my best to extrapolate effectively from the student artifacts relative to the rubric, but my assessment may not be as strong in these cases.

#####

It was kind of challenging to score the artifacts with the rubric. I felt like most of the assignments didn't really connect well to the rubric. But I also thought that the current rubric maybe doesn't work all that well, especially compared to what I saw of the old rubric on the WATW assignments.

So, the rubric has four objectives, and one of them seems to be knowledge or content based (criterion one) and the other three all seem to be reflective, and pushing students to make these kind of leaps in self-knowledge that are kind of hard to assess in the artifacts, but which maybe don't really count as valid objectives—or at least that's the way I felt. They made it seem like there was an explicit ideological goal to the class that made me a little uneasy.

For me, the assignment that probably worked best was the one that dealt with Daoism and Confucianism. It had a clear knowledge based component (what do these terms means and where do they come from) but also had a reflective element that didn't really ask the student to change as much as to integrate what they learned into their own sense of

the world. I couldn't have articulated it before reading these artifacts, but that's probably what you can expect out of these classes?

Others, like some of the WATW artifacts and the GEO 201 artifacts that dealt with China's one child policy, felt really disconnected from the students' lives—so, they were able, to differing degrees, to talk about the impact of the potato famine on Ireland or the one child policy, but weren't able, as near as I could tell, to integrate that information into their own lives at all. To be fair, I don't think the assignment asked them to do that, so I'm not sure the fault can be put on the students.

I struggled with the Race and Ethnicity reflection on the movie Crash. That felt much too unstructured, and I wonder what the point was that I wasn't getting. Another assignment that dealt with a visit to a foreign religious meeting was maybe too narrative—or maybe the artifacts were too narrative—and lacked the kind of analysis that I think might have elevated the assignment and made it more meaningful to me.

Overall, this was a challenging set of artifacts to score—the rubric was hard to understand and implement, and maybe not really evaluating things that can be evaluated or that should be objectives of this class. Lots of artifacts seemed frankly unaware of the rubric and objectives. Some were doing interesting things in spite of that, and many were not.

Faculty Response

Based on the results, what changes will be made to the assignments, the rubric, or the courses in the content area?

The general education faculty in Diversity set up additional meetings to discuss the editing of the rubric used for assessment of GE Diversity Courses. It appears that the current rubric is not effective for the variety of courses in the Diversity area and a more deliberate attempt at a rubric is necessary. A new rubric was proposed November 1016, and implemented January 2017.

Did you make any changes in the past 3 years to the coursework?

No

Do you think the number of courses and sections offered are appropriate to the content area?

No, there needs to be additional classes offered in this area. The Spanish faculty will propose a new Spanish culture course to be taught initially summer 17.

Any changes to the rubric? Or the assessment process?

The new rubric is added to the end of this report as Appendix B.

Meaning

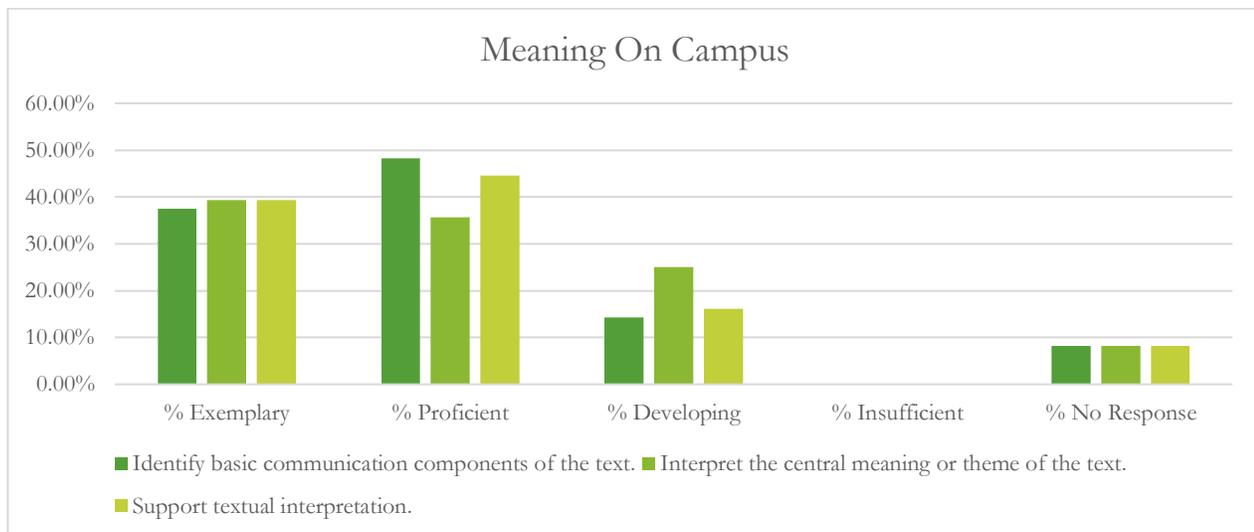
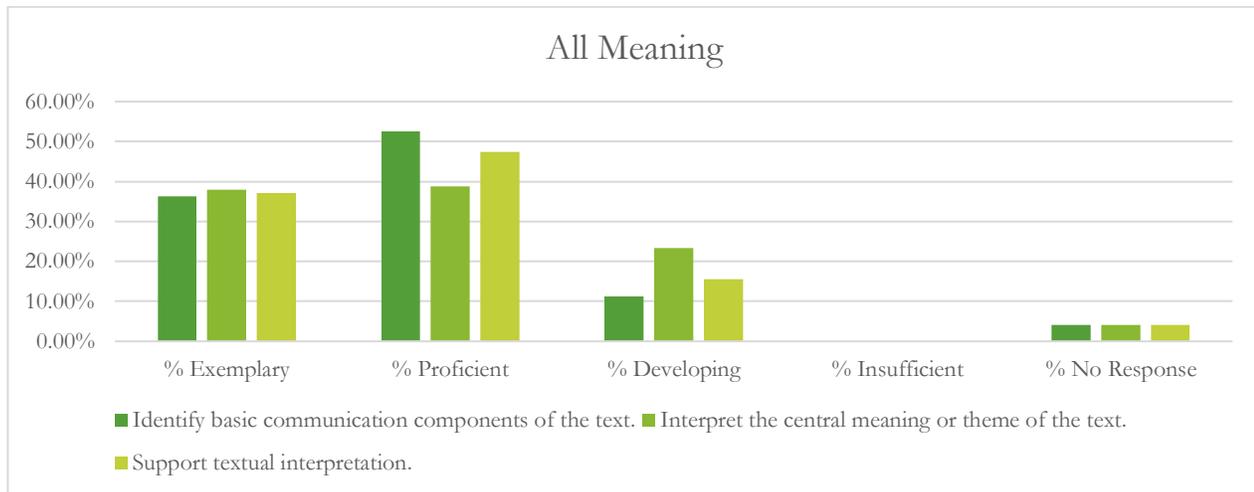
Student N= 116

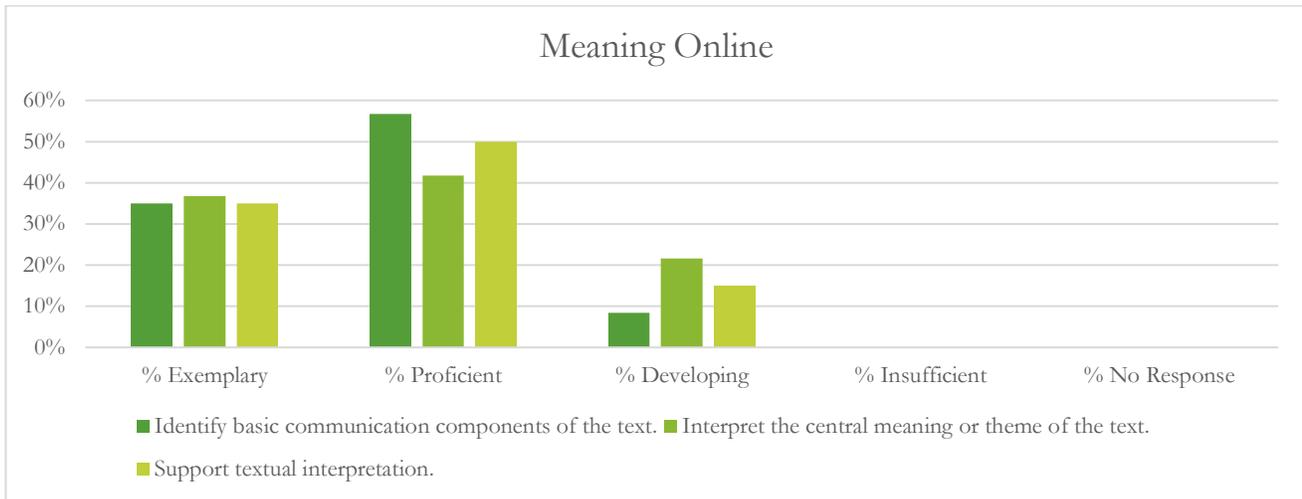
Classes involved:

On Campus: ENG201 (SP16); ENG239 (F15); ENG215 (F15); ENG205 (F15); ENG202 (F15); ENG206 (SP15); ENG280 (F14).

Online: ENG215 (SUM15); ENG239 (F14, F15, F16)

Semesters: 2014-2016





External Evaluator Response:

I felt that most of the assignments I assessed did meet the rubric. There were been 1 or 2 that did not, but these assignments had major issues (grammar, spelling, etc) beyond that. If I remember right, I found 4 empty folders in my artifacts. It was not a large enough problem that the assessment results would be compromised though. There were no duplicate folders in the items I assessed.

Faculty Response to the Report:

Based on the results, what changes will be made to the assignments, the rubric, or the courses in the content area?

The content area faculty are going to review assignments and look at the “interpretation” component to each assignment to determine that it is being discussed appropriately.

Did you make any changes in the past 3 years to the coursework?

no

Do you think the number of courses and sections offered are appropriate to the content area?

Yes, there are plenty of options for students in this area.

Any changes to the rubric or the assessment procedures?

no

Ethics

Student N= 110

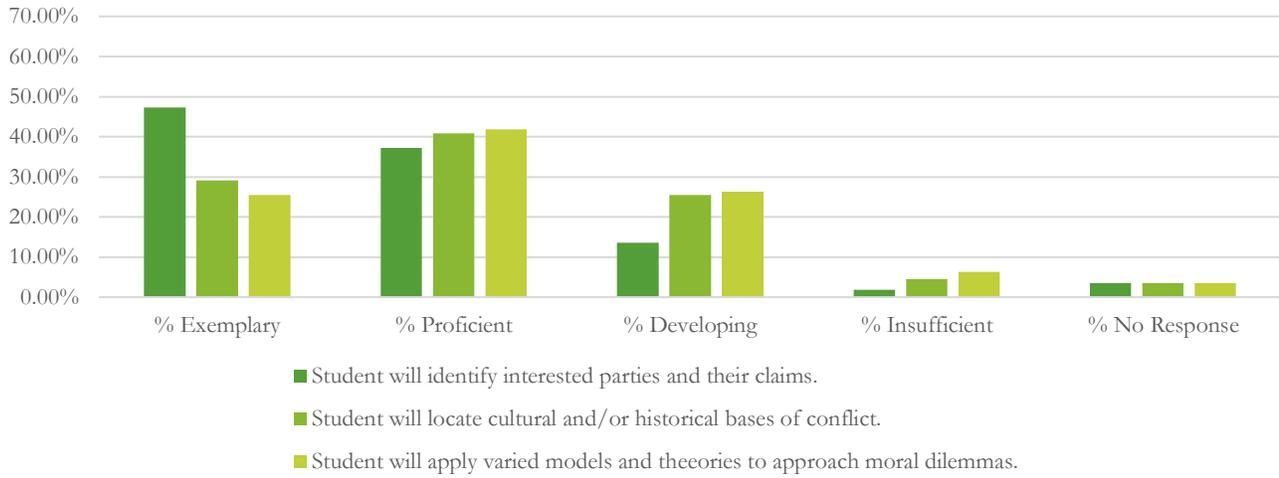
Classes involved:

On Campus BUS214 (F14, F15, SP15, SP16); PHL116 (SP15, SP16); SCA245 (SP14, F14); COM250 (F15).

On Line: ASL220 (F13, F14, F15, SP15)

Semesters: 2013-2015

Ethics Combined Assessment



On Campus Ethics





External Evaluator Response:

All the assignments addressed the rubric but the structure of the assignment for BUS ethics provided the student with the most effective way to answer all components of the rubric.

The ASL assignments and case studies were interesting and addressed criterion 1 & 2, but the description of the assignment left little room/explanation to the student to address any moral or ethical theories. When reading the ASL artifacts, I evaluated criterion 3 from the code of ethics standards the assignment asked the student to identify. Those do not seem to be moral/ethical theories but rather just codes of ethics. I would suggest the rubric either include other language in criterion 3 to account for codes of ethics as well as moral/ethical theories or the assignment be geared towards actually incorporating moral/ethical theories. Some students uploaded papers, some the worksheet and paper, and some just the worksheet. Maybe that should be cleared up too. Overall, the ASL/ITP artifacts did a very effective job in demonstrating criterion 1 and 2. The case studies were in-depth and I think provided students with a great opportunity to explore ethical decision-making.

The BUS artifacts were the strongest. Steve's questions on the description for the assignment were the clearest and most focused when cross-referenced with the rubric. What I mean is not that his assignment was better, but that it appeared to prompt the student to discuss all three criteria within a the larger context of health care. My only comment here is that some students seem to get confused as to which questions were required and how they should format the paper to best answer the questions they needed to answer.

The COM artifacts were not in paper form like the other two disciplines' artifacts. They were just answers to questions. In addition, there were no questions that asked about criterion 3 (moral/ethical theories) which is why the scoring for that criterion was so low. There was no prompt for the student regarding criterion 1 about the interested parties involved. While I don't think a prompt is always necessary, students had difficulty identifying those parties because they had to infer it rather than actually answer it. It seems criterion 2 was structured the same way. Criterion 3 was not asked in the assignment, which is why that criterion was scored so low. Also, none of the 3 artifacts were in paper format (not sure if they were supposed to be) but rather they just answered the questions one by one as if it was an exam. It was also difficult to evaluate the COM artifacts because I did not have access to the articles, whereas with the other two disciplines I could read the case studies, or the student explained them in the paper.

Faculty Response

Based on the results, what changes will be made to the assignments, the rubric, or the courses in the content area?

Faculty in the area are going to look at their assignments and strengthen the assignment description and potentially alter the chosen assignments in some areas. The assignments need to make sure that they touch on all areas of the rubric.

Did you make any changes in the past 3 years to the coursework?

No

Do you think the number of courses and sections offered are appropriate to the content area?

Faculty believe that there are enough courses and sections taught to cover the need for General Education in this content area. There needs to be more options in the online offerings for ethics if anything.

Any changes to the rubric? Or the assessment process?

No

Mathematics

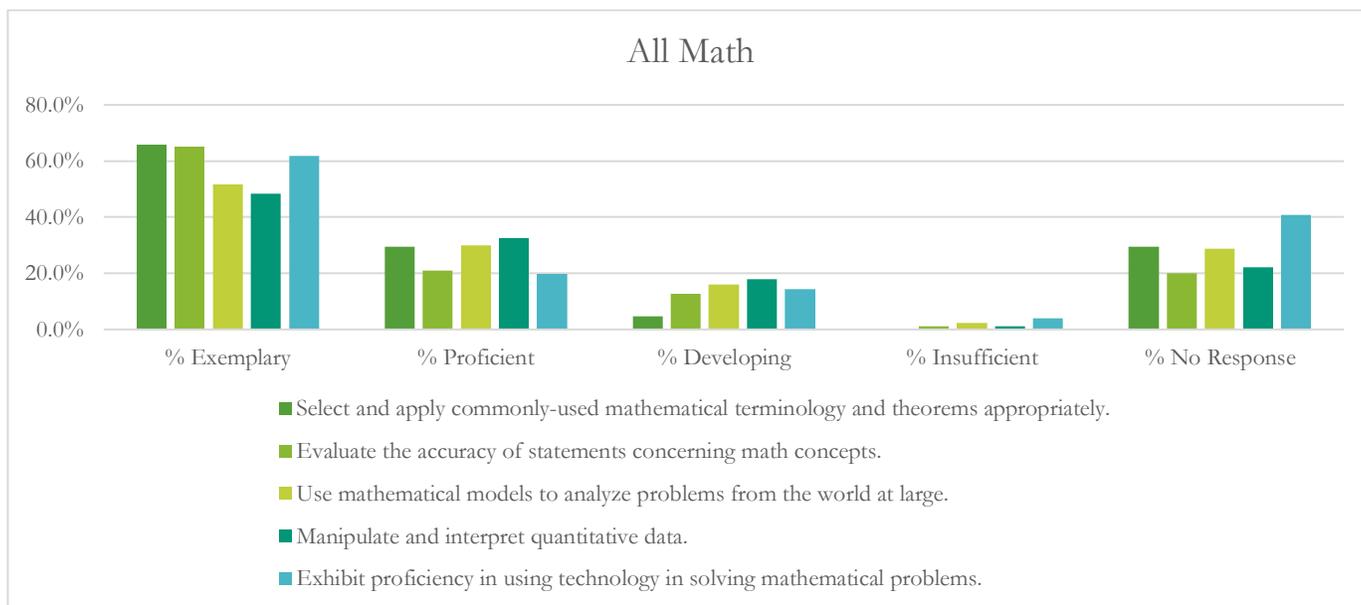
Student N= 95

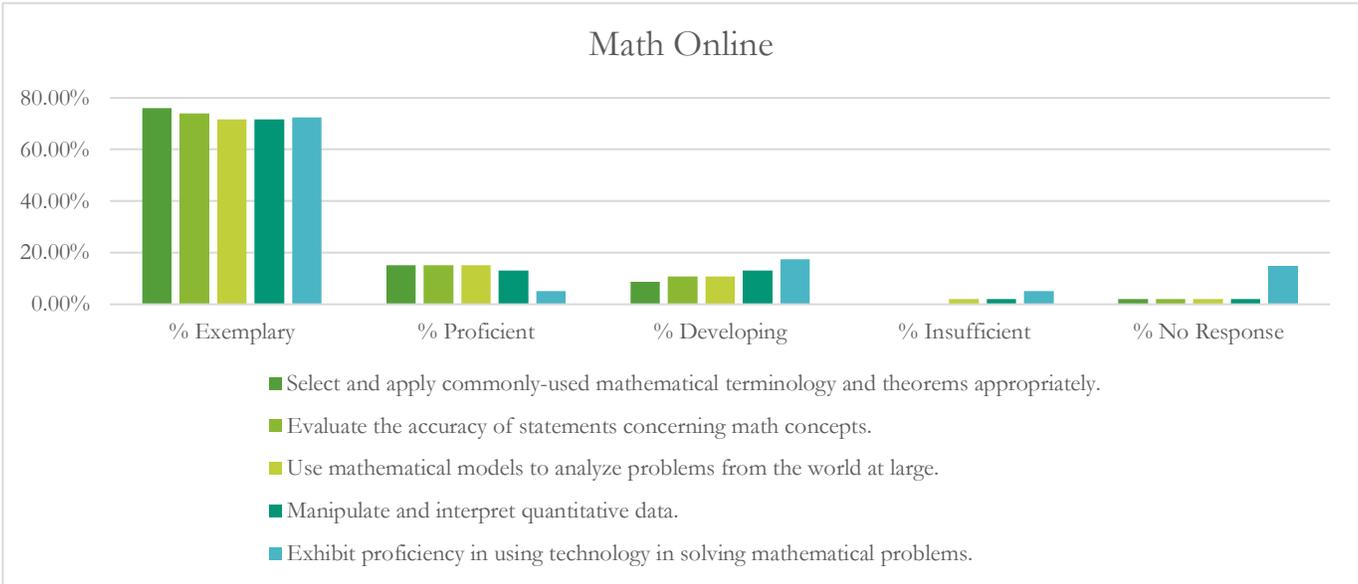
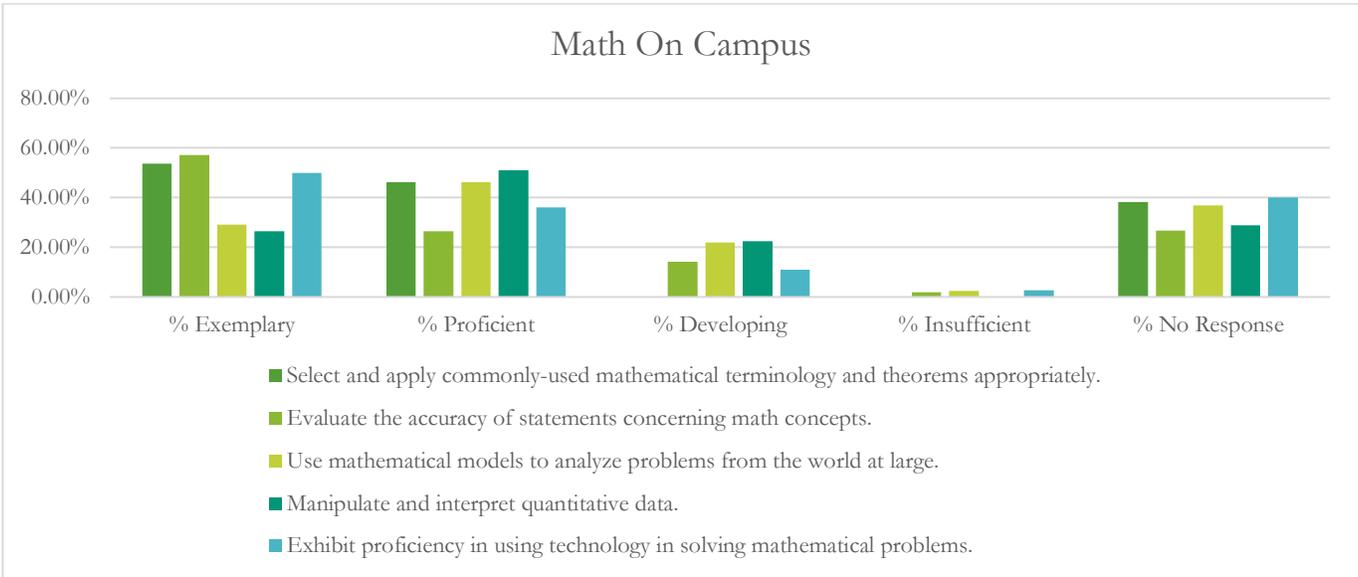
Classes involved:

On Campus: MAT118(SP14, SP15, SP16, F14, F15); MAT112 (F14, F15, SP15, SP16)

Online: MAT118 (SP13, SP14, F14, SP15, F15, SP16)

Semesters: 2013-2016





External Evaluator Response:

There were some duplicate submissions and I think it was because one assignment could meet more than one section of the rubric? The online students had all 5 criteria that I was evaluating and there were some duplicate assignments there too. It stood out because one of the papers was dated 2010. The other student that provided a duplicate was a hand-written assignment with a graph that was easy to recognize.

Duplication as a separate issue, it was easier to evaluate the assignments that were combined instead of the 5 separate assignments. Also, the ones that were separated there were more empty assignment folders making the data less reliable.

Faculty Response to the Report:

Based on the results, what changes will be made to the assignments, the rubric, or the courses in the content area?

Mathematics faculty reviewed the data provided and discussed with full time and long term adjunct faculty to discuss changes if any would occur in the general education assessment. After an additional meeting with content area faculty, no changes were made to the rubric.

Did you make any changes in the past 3 years to the coursework?

No

Do you think the number of courses and sections offered are appropriate to the content area?

The content area faculty are comfortable with the offerings for general education.

Any changes to the rubric? Or the assessment process?

No

Curriculum Committee Summary

The curriculum committee held a workshop in October and invited faculty who teach in the 4 content areas assessed in this cycle: Mathematics, Diversity, Meaning, and Ethics. At this event, faculty were presented with these data and were invited to discuss any changes which needed to be made to their rubric or assessment process in the context of the data. As a result, Diversity faculty elected to modify their rubric in order to improve its alignment with stated objectives. All other faculty determined their rubrics were sufficient to meet their current needs.

After reviewing comments from faculty evaluators, the committee believes the Mathematics content area would benefit from some additional modifications. Specifically, Mathematics may need to reevaluate which assignments are being used as artifacts or modify their rubric in order to better reflect the assignment type. This is in part because only a small percentage of their assignments (95/400) were able to be assessed. Also, a significant number of N/A remarks were included, indicating the reviewers were uncertain of how to score the assignments based on the rubric. The “no response” rate was also very high. The online and on-ground data were very different. There was also a significant problem with plagiarism as several of the assignments uploaded by different students were identical.

The committee also recommends we postpone the upcoming assessment cycle by one year, until 2018, before completing another report. This will allow us to collect a 2-year cycle of data from the newly-introduced VIA software and encourage consistency in the sample size. The committee is also including the requirement for faculty teaching General Education courses to grade using the new Via program to allow for future assessment of rater reliability between the faculty and the juried assessors. Postponing the assessment by one year will help to ensure a smooth transition between TK20 and LiveText.

Appendix B: New Diversity Rubric

Diversity Rubric	(4) Exemplary	(3) Proficient	(2) Developing	(1) Insufficient
Knowledge Cultural self-awareness	Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.)
Knowledge Knowledge of cultural worldview frameworks	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
Skills Empathy	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Views the experience of others but does so through own cultural worldview.
Skills Verbal and nonverbal communication	Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.

Students will analyze the traditions and values of a variety of cultures through:

Appendix B: GE Enrollment Data

Diversity					
Program	Number	CourseTitle	# Sections	Total Enrolled	Avg
ASL	105	AmrSgnLng I -D	6	104	17.33
ASL	120	Deaf Culture -D	2	58	29.00
GEO	201	Regs & Nat I -D	4	79	19.75
		On ground	2	33	16.50
		Online	2	46	23.00
GEO	202	Reg & Nat II -D	2	23	11.50
HIS	216	Afrcn-AmerHst-D	2	39	19.50
PHL	102	Wrld Religns -D	8	131	16.38
		On ground	4	75	18.75
		Online	4	56	14.00
SCA	353	Race/Ethncty -D	3	54	18.00
		On ground	1	7	7.00
		Online	2	47	23.50
SPA	101	Elem Spnsh I -D	4	55	13.75
SPA	102	Elem Span II -D	4	37	9.25

Ethics					
Program	Number	CourseTitle	# Sections	Total Enrolled	Avg
ASL	220	Eth/Dcsn Mkng-E	9	186	20.67
		On ground	2	32	16.00
		Online	7	154	22.00
BUS	214	Bus Ethics -E	4	106	26.50
COM	250	Ethics Sxltly -E	1	14	14.00
LGS	210	Law,Ethc,Mrl -E	4	110	27.50
PHL	116	Biomdc Ethcs -E	4	61	15.25
SCA	245	Eth Soc Sci -E	4	52	13.00

Meaning					
Program	Number	CourseTitle	# Sections	Total Enrolled	Avg
ENG	201	Wld Mstrpc I -L	1	15	15.00
ENG	202	Wld Mstrp II -L	1	7	7.00
ENG	205	Eng Lit I -L	1	14	14.00
ENG	206	Eng Lit II -L	1	20	20.00
ENG	210	Film Studies -L	2	50	25.00
ENG	215	Film Genres -L	3	34	11.33
		On ground	2	33	16.50
		Online	1	1	1.00
ENG	215	FlmGnr Majors-L	1	18	18.00
ENG	218	Int Crtv Wrtn-L	2	32	16.00
ENG	222	Intr Rhetorc -L	3	74	24.67
ENG	226	Yng Adlt Lit -L	1	25	25.00
ENG	238	Amrcn Lit I -L	1	22	22.00
ENG	239	Amrcn Lit II -L	5	80	16.00
		On ground	1	12	12.00
		Online	4	68	17.00
ENG	280	Intr to Lit -L	2	47	23.50
HUM	200	IP:Bbl Md Clt-L	1	8	8.00

Math					
Program	Number	CourseTitle	# Sections	Total Enrolled	Avg
BMT	468	Mgrial Statis-M	1	5	5.00
		Online	1	5	5.00
MAT	112	Srv Coll Mth-M	7	95	13.57
MAT	114	Elem Stats -M	8	152	19.00
		On ground	7	141	20.10
		Online	1	11	11.00
MAT	118	Collg Algbr -M	8	154	19.25
		On ground	4	84	21.00
		Online	4	70	17.50
MAT	120	Calculus Bus -M	1	14	14.00
MAT	124	Calculus I -M	2	33	16.50