In addition to the requirements specific to individual majors, the College of Liberal Arts and Sciences requires that students take a series of courses to insure a broad liberal arts education and to provide the skills and knowledge necessary to succeed in their majors, as life-long learners, and as informed citizens. The requirements place an emphasis on skills in analysis, writing, computation, communication, and decision-making leading to informed and engaged citizenship. Additionally, an understanding of the diversity of cultural, ethnic, political, and religious beliefs within the United States and the World is emphasized. Finally, an awareness and understanding of methods of inquiry and analysis in the humanities, social and behavioral sciences, mathematics, and natural and physical sciences is necessary along with the ability to apply the knowledge from these fields to society’s needs.

To fulfill this general goal, students may choose from a number of courses distributed between the arts, humanities, behavioral sciences, social sciences, biological and physical sciences, mathematics, writing, communication skills, cultural diversity, and international perspectives. These requirements include the campus-wide core, as well as additional classes required by CLAS as graduation requirements. Also, like the core, these classes are divided between intellectual competencies and knowledge areas. Table 1 contains specific hour breakdowns for these areas.

**Goals and Objectives of the CLAS Graduation Requirements**

CLAS graduation requirements include the campus wide core and additional classes in areas specified in the core. The distribution is summarized in Table 1.

<table>
<thead>
<tr>
<th>Area of the Core</th>
<th>Total hours required for CLAS graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Competencies</td>
<td></td>
</tr>
<tr>
<td>Writing and Communication Skills</td>
<td>9</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3-4</td>
</tr>
<tr>
<td>Knowledge Areas*</td>
<td></td>
</tr>
<tr>
<td>Arts</td>
<td>3</td>
</tr>
<tr>
<td>Humanities</td>
<td>6</td>
</tr>
<tr>
<td>Behavioral Sciences</td>
<td>6</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>6</td>
</tr>
<tr>
<td>Biological and Physical Sciences, Mathematics</td>
<td>10-14 hours (with at least one laboratory-based class)</td>
</tr>
<tr>
<td>Cultural Diversity</td>
<td>3</td>
</tr>
<tr>
<td>International Perspectives</td>
<td>3</td>
</tr>
</tbody>
</table>
*Students also are required to demonstrate foreign language proficiency through completion of second-year language in high school, passing a foreign language proficiency exam, or passing two first-and-second-semester level (10 hours) foreign language classes at a university with a C- or higher.

Specific learning objectives are associated with each of the areas specified in Table 1. In part, these specific learning objectives are based on the criteria set forward by the Core Curriculum Oversight Committee and with the requirements for statewide transfer.

Writing and Communication Skills:

The general goal for this intellectual competency is for students to critically and effectively write and read. Specific criteria demonstrating this mastery are as follows:

1. Students produce and revise multiple drafts, with careful attention to comments of instructors and peers.
2. Students understand the basics of the research process, including identifying primary and secondary sources, using library databases, and avoidance of plagiarism.
3. Students produce arguments that demonstrate critical thinking and analysis. Students differentiate between opinion, argument, and assumption.
4. Students demonstrate a critical awareness of the role of language, and their writing moves beyond mimicry and formula-based writing common in pre-college settings.
5. Students read college-level texts and respond to them in their writing.
6. Students develop strategies to control surface-level issues, including taking advantage of campus resources to address persistent and difficult grammar/mechanical issues.

The core writing courses are intended as an important introduction to writing. Further instruction and engagement with writing should occur in the majors to enable student success.

Mathematics:

The general goal for this intellectual competency is to use mathematical methods, reasoning, and strategies to investigate and solve problems. Specific objectives related to this general goal are as follows:

1) Prepare students for mathematics they will encounter in other college courses.
2) Develop students’ mathematical reasoning skills in interpreting relationships between variables, such as functions, graphs, and tables.
3) Develop students’ critical thinking skills.
4) Relate and use mathematics in other disciplines

Arts:
The general goal of the arts knowledge area is to explore modes of expression and creativity and enhance the student’s appreciation of the creative world. Specific objectives related to this general goal are as follows:

1) Students should be able to describe the basic elements and their effects on meaning in a work of art or performance.
2) Students should be able to interpret themes or major concepts present in art or performances.
3) Students should be able to recognize the effect of differing political, religious, geographic, economic, and philosophical perspectives on art or performance.
4) Students should be able to critically analyze how art or performances reflect or reject values or concerns of an historical era or culture/society. Critical analysis includes
   3a) the ability to identify the values or concerns addressed by the art or performance;
   3b) construct a cogent argument about how the value or concern is addressed, including both alternative viewpoints and their own impressions;
   3c) students should be able to convey to others the critical analysis through either written or spoken communication forms.

The classes in the arts section of the CLAS graduation requirements are taught in the College of Arts and Media rather than the College of Liberal Arts and Sciences. As such, we will rely on our colleagues in CAM to collect the data on this area and participate in the feedback loop of their own courses. Therefore, this portion of the CLAS graduation requirements is not discussed below in the section on data collection and interpretation.

**Humanities:**

The goal of classes in the humanities is to enable people to become responsible and informed citizens of the world. This means understanding how social, cultural, linguistic, religious, philosophical, and historical circumstances shape the world in which we live. Humanities courses develop students’ capacities for critical thinking and oral and written communication. Students should meet at least one of following objectives:

1) Students should be able to employ historical thinking to analyze ideas, events, and processes.
2) Students should be able to describe attitudes, religious traditions, and values of specific eras (e.g., past to the present), societies, and cultures (e.g., non-Western to Western culture).
3) Students should be able to explain fundamental concepts to analyze ethical and social issues in local and global contexts.

**Behavioral Sciences:**

The general goal for Behavioral Sciences is for students to gain insights into the historical framework and methods of the Behavioral Sciences as well as the relationship of
individuals and groups to their own historical and cultural context. Specific objectives for this content area are listed below:

1) Students should have knowledge of human behavior such as learning, cognition, and human development.
2) Students should have knowledge of the methodology of the Behavioral Sciences.
3) Students should understand how Behavioral Science methodology and/or theory enhance our understanding of the world.

**Social Sciences:**

The general goal for the Social Sciences is for students to gain insights into the theory, history, and methodology of the Social Sciences as well as an understanding of how individuals and groups relate to the social world in the past, the present and future. Specific objectives for this content area are listed below:

1) Students should have knowledge of how social, cultural, economic, and political systems work, how they change through time, and what factors influence those changes.
2) Students should be able to use the theory and methodology of the Social Sciences to analyze and interpret contemporary issues and historical events.
3) Students should be able to analyze the relationship between locality and a sense of identity that influence societies and cultures within a region.
4) Students should have an appreciation of differing institutional, cultural, or social frameworks that allow them to compare and contrast different societies and cultures around the world.

**Biological and Physical Sciences, Mathematics:**

The general goal of the Biological Sciences, Physical Sciences, and Mathematics within the CLAS graduation requirements is for students to gain insights into scientific knowledge and mathematical literacy in an increasingly technological society. Specific objectives for this content area are listed below:

1) Students should know and be able to apply the scientific method to investigate problems, including the understanding that science is a process and involving the interplay of observation, experimentation, and theory.
2) Students should be able to articulate five key scientific ideas that advance human understanding of how the world works.
3) Students should be able to collect, analyze, and interpret data using scientific and mathematical methods to understand issues facing the world.
4) Students should be able to relate specific science courses to larger areas of scientific endeavor and to the social and environmental affects of human action, from the personal to the global.
5) Students should be able to recognize the difference between scientific, nonscientific, and pseudoscientific presentations, arguments and conclusions (i.e., students can demonstrate the difference between belief and knowledge).
6) Students should understand the role of uncertainty, probability and the limits of scientific knowledge.

**International Perspectives:**

The goal of classes in international perspectives is to instill in our students an understanding of global economic, social, ethical, cultural, and political perspectives. Students should be able to demonstrate at least one of the specific objectives listed below:

1. knowledge about other political systems and the challenges facing them;
2. an ability to think critically about major international issues;
3. an appreciation of the histories and cultures of other nations;
4. an awareness of and sensitivity to the traditions, values, aspirations and concerns of people throughout the world;
5. an understanding of the impact of globalization on nations, societies, cultures and individuals.

**Cultural Diversity:**

By cultural diversity we mean the diversity of social and cultural constructs in which humans live their everyday lives. The goal of the cultural diversity requirement is for students to examine issues of race, ethnicity, religion, socioeconomic status/background, gender, disability, and sexuality, with an emphasis on the United States; to understand the contributions of diverse populations to the modern world; and to understand the impact of power relations on individuals and communities.

1) Students should be able to explain histories of marginalization and discrimination and their effects on modern life.
2) Students should be able to analyze how diverse social positions affect economic and political access.
3) Students should be able to explain the construction of collective identity out of diverse populations.
4) Students should be able to critically evaluate their own individual attitudes and identities within the context of cultural diversity.
5) Students should be able to critically evaluate the interconnection and consequences of the additive effect of various aspects of diversity listed above.
6) Students should be able to articulate how to infuse issues of diversity, social action, and responsibility into their communities.

**Data Collection and Interpretation**

A single summative assessment of the CLAS graduation requirements (such as a single standardized test) would be unproductive, largely because of the demographics of the student body in the College of Liberal Arts and Sciences. Specifically, according to the Office of Institutional Research of the University of Colorado Denver, the average course
load for students on the Denver Downtown campus is 11.8 hours, indicating a high proportion of part-time, working students. Additionally, 55% of the students on the Denver Downtown Campus are transfer students and 54% of the students in CLAS are transfers. As a result, many students do not complete all of their graduation requirements at UCD, and summative assessments would not distinguish our program from others. Therefore, formative methods within the classes of the CLAS graduation requirements are more appropriate.

Data Collection for Writing and Communication

A large number of sections in composition are taught every semester. Therefore, only a sample of the sections will be assessed in any semester. Specifically, the assignments from 25% of the sections will be assessed every semester. Further, one objective will be measured each year, using the following schedule.

- **2009-2010**  *Will assess goal 1 in both 1020 and 2030 in Summer 2009*
  - This outcome can be assessed using the final draft of the final major assignment in 1020 (prior to the portfolio), and any of the final drafts of revised papers assigned in 2030. The instructor/lecturer/TA can select which assignment they want to assess.

- **2010-2011**  *Will assess goal 2 in 2030 (where research is taught) in Fall 2010.*
  - This outcome will be assessed using the final draft of the final project produced in English 2030.

- **2011-2012**  *Will assess goal 3 in 1020 in Fall 2011 and 2030 in Spring 2012.*
  - This outcome can be assessed using the final draft of the final major assignment in 1020 (prior to the portfolio), and any of the revised papers assigned in 2030. The instructor/lecturer/TA can select which assignment they want to assess.

- **Summer 2012:** A time schedule and rubrics for the remaining goals will be developed.
### 2009-2010 Assessment Rubric

<table>
<thead>
<tr>
<th>Goal 1: Students produce and revise multiple drafts, with careful attention to comments of instructors and peers.</th>
<th><strong>Strong</strong></th>
<th><strong>Competent</strong></th>
<th><strong>Inadequate</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student papers show significant revision that responds to instructor comments. Student participates in peer review workshops and activities, and considers those comments (to a lesser degree than instructor’s comments).</td>
<td></td>
<td>Student papers are revised to respond to instructors’ major concerns. Some lesser concerns may not be attended to. Student participates in peer review workshops and activities.</td>
<td>Student papers are only cursorily revised to address instructors’ concerns. Student misses, or insufficiently participates, in peer review workshops and activities.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course (circle):</th>
<th>1020 or 2030</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester &amp; Year Assessed: _______</td>
<td></td>
</tr>
<tr>
<td>Total number of assessed students: _______</td>
<td></td>
</tr>
</tbody>
</table>

Instructor: In the boxes to the rights, tally the number of students who fall into each category, based on the assignment you are assessing.
<table>
<thead>
<tr>
<th>Goal 2: Students understand the basics of the research process, including identifying primary and secondary sources, using library databases, and avoidance of plagiarism.</th>
<th>Strong</th>
<th>Competent</th>
<th>Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student writing reflects significant engagement with various primary and secondary sources obtained from the library. Internet sources are used, and such sources are of quality and do not substitute for more thoughtful research. There is no plagiarism.</td>
<td>Student writing reflects engagement with primary and secondary sources, though secondary sources may be more prevalent. Internet sources are used, but there may be too many (compared to library sources) and/or they may be of insufficient quality. Student may have corrected/revised writing to avoid the appearance of plagiarism, but these issues are addressed prior to the final draft.</td>
<td>Student writing has insufficient engagement with primary and secondary sources. Primary sources may be absent. Internet sources are over-used, with little attention to the quality of the sources. Plagiarism may be present.</td>
<td></td>
</tr>
</tbody>
</table>

Course: 2030 only

Semester & Year Assessed: _______

Total number of assessed students: _______

Instructor: In the boxes to the rights, tally the number of students who fall into each category, based on the assignment you are assessing.
## 2011-2012 Assessment Rubric

<table>
<thead>
<tr>
<th>Goal 3: Students produce arguments that demonstrate critical thinking and analysis. Students differentiate between opinion, argument, and assumption.</th>
<th>Strong</th>
<th>Competent</th>
<th>Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student writing contains arguments that are thoughtful, critical, and complex. The writing makes few assumptions and provides evidenced arguments.</td>
<td>Student writing contains arguments that are thoughtful, but could use a more critical edge or additional development. Evidence is used to support arguments, and there is only occasional use of opinion and assumption.</td>
<td>Student writing does not contain arguments, or contains arguments with no evidence. Opinion or assumption may regularly be presented in lieu of argument or evidence. Arguments may merely repeat others’ ideas.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course (circle):</th>
<th>1020 or 2030</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester &amp; Year Assessed: _______</td>
<td></td>
</tr>
<tr>
<td>Total number of assessed students: _______</td>
<td></td>
</tr>
<tr>
<td>Instructor: In the boxes to the rights, tally the number of students who fall into each category, based on the assignment you are assessing.</td>
<td></td>
</tr>
</tbody>
</table>

*Data Collection for Mathematics*
All goals will be measured every year. The sources of data collected to measure the goals and objectives are summarized in the table below. For standardized exams, projects, and homework assignments, the goal is interpreted as having been met if at least 70% pass the assignment in question.

<table>
<thead>
<tr>
<th>Goal/Objective</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Prepare students for the mathematics they will encounter in other college</td>
<td>• Uniform final pass rates</td>
</tr>
<tr>
<td>courses.</td>
<td>• GPA of students in the year following math class</td>
</tr>
<tr>
<td></td>
<td>• Student GPAs in following math classes</td>
</tr>
<tr>
<td>2. Develop students’ mathematical reasoning skills in interpreting relationships</td>
<td>• Uniform finals</td>
</tr>
<tr>
<td>between variables, such as functions, graphs, and tables.</td>
<td></td>
</tr>
<tr>
<td>3. Develop students’ critical thinking skills.</td>
<td>• Uniform final pass rates</td>
</tr>
<tr>
<td>4. Relate and use mathematics in other disciplines.</td>
<td>• Uniform finals</td>
</tr>
<tr>
<td></td>
<td>• Application projects</td>
</tr>
<tr>
<td>5. Promote effective study habits.</td>
<td>• Percentage of grade determined by weekly assignments (e.g., homework or</td>
</tr>
<tr>
<td></td>
<td>quizzes)</td>
</tr>
<tr>
<td></td>
<td>• Correlation of weekly assignments versus exam grades</td>
</tr>
</tbody>
</table>

Every year we will assess one MATH 1070 (by looking at MATH 1080), MATH 110 (by looking at MATH 1120), MATH 1130 (by looking at MATH 1401) and MATH 1401 (by looking at MATH 2411). We will do this by determining the grade-point average of 60 students who took the previous courses at UCD, i.e., looking at 60 MATH 1080 students who completed MATH 1070, within the previous 6 months. The students will be selected by choosing one section of MATH 1080 and going in alphabetical order, and then continue onto another section, until we have found 60 students who took the course the previous semester (for spring semester, took the previous course in the fall, or for the fall semester, took the previous course in the summer or spring). We will begin with MATH 1080 (looking at students who took MATH 1080 in Fall 2008), then students who took MATH 110 and 1120 in 09-10, then students who took MATH 1130/1401 in 10-11, and then MASTH 1401 and 2411 in 11-12. We will continue this rotation.

Data Collection for Humanities:

We will measure one Humanities goal every year, starting with Goal 1 in 2009-2010 and moving to goals 2 and 3 in 2010-2011 and 2011-2012. We have specified below the
means of measuring the first goal. We will create rubrics for subsequent goals in the spring semester prior to the academic year when humanities faculty examine the results of the prior year’s assessments. At the same meeting we will determine the assessment for the following year and recommend modifications (if needed) to classes.

We will collect data from a minimum of one section of each course of the core taught. We will measure Goal 1 in one of two ways. One measure will be through several (2-6) objective questions embedded in existing exams through the semester. These questions will vary from course to course due to differences in discipline specific content.

We will use the following measures:

- **Excellent** – the student answers all questions correctly.
- **Adequate** – the student answered at least some of the questions correctly.
- **Inadequate** – the student answered none of the questions correctly.

Alternatively, for courses with written assignments we will use the following rubric to determine whether a student has mastered the goal.

- **Excellent** – the student is able to compare two sources for different views or interpretations of an event to determine similarity and differences of the views or interpretations and can relate the differences to the historical context of the event itself or the historical period in which the interpretation occurred.
- **Adequate** – the student is able to compare two sources for different views or interpretations of an event to determine similarity and differences but has difficulty relating the differences to the historical context of the event itself or the historical period in which the interpretation occurred.
- **Inadequate** – the student cannot successfully compare the two sources or relate the view or interpretation of the sources to their historical context.

In both cases (embedded objective questions or written assignment), we will have successfully achieved the goal if at least 70% of the students score adequate or better.

---

**Data Collection for Behavioral Sciences:**

One goal will be measured every year for the Behavioral Sciences, starting with Goal 1 in 2009-2010 and moving to goals 2 and 3 in 2010-2011 and 2011-2012. The means of measuring the first goal are specified below. Rubrics for subsequent goals will be created in the spring semester prior to the academic year it is examined by the behavioral science faculty at the same meeting in which the results of the previous goal are discussed and modifications (if needed) to classes is undertaken.

Data will be collected from a minimum of one section of each course of the core taught. Goal 1 will be measured by several (2-6) objective questions embedded in existing exams through the semester. These questions will vary from course due to differences in discipline specific content.

The following measures will be used:
Excellent – student answers all questions correctly.
Adequate – student answered at least some of the questions correctly.
Inadequate – student answered none of the questions correctly.
The goal will have successfully been achieved if at least 70% of the students score adequate or better.

Data Collection for Social Sciences:

One goal will be measured every year for the Social Sciences. The timing of these are summarized in the table below. The means of measuring the first goal is specified below. Rubrics for subsequent goals will be created in the spring semester prior to the academic year it is examined by the social science faculty at the same meeting in which the results of the previous goal are discussed and modifications (if needed) to classes is undertaken.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Academic Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 1</td>
<td>2009-2010</td>
</tr>
<tr>
<td>Goal 2</td>
<td>2010-2011</td>
</tr>
<tr>
<td>Goal 3</td>
<td>2011-2012</td>
</tr>
<tr>
<td>Goal 4</td>
<td>2012-2013</td>
</tr>
</tbody>
</table>

Goal 1 will be measured by several (2-4) questions embedded in existing exams through the semester. Questions will vary by discipline but will cover 1) the structure/organization of social, cultural, economic or political systems, 2) how these systems change through time, and 3) the factors that precipitate/influence those changes.

The following measures will be used:
Excellent – student answers all questions correctly.
Adequate – student answered at least some of the questions correctly.
Inadequate – student answered none of the questions correctly.
The goal will have successfully been achieved if at least 70% of the students score adequate or better.

Data Collection for Biological and Physical Sciences, Mathematics:

Two goals will be measured every year for the Biological and Physical Sciences and Mathematics. Goals will be examined for two consecutive years before moving on to the next set to allow time to collect data, modify courses where necessary, and assess the modifications. The schedule of goal measurement is summarized in the table below. The means of measuring the first two goals is specified below. Rubrics for subsequent goals will be created in the spring semester prior to the academic year it is examined by the science faculty at the same meeting in which the results of the previous goal are discussed and modifications (if needed) to classes is undertaken.

Schedule of when specific goals will be measured (reexamined/repeated every six years).

<table>
<thead>
<tr>
<th>Year</th>
<th>Goal</th>
</tr>
</thead>
</table>
Goal 1 will be examined in laboratory-based classes taken by the students to fulfill the CLAS Graduation Requirements. This rubric should be used on class or laboratory assignments in which students must undertake the scientific process of hypothesis testing through data collection and/or experimentation and relate the results back to the hypothesis and its theoretical underpinnings. When possible, an examination of an early and a late assignment is preferable to demonstrate not only knowledge of the scientific method but the improvement of that knowledge due to the class. Because of the large number of students taking these classes, a sampling procedure will be used. Specifically, a single lab section (chosen at random) tied to a large lecture section will be used in each of the disciplines offering lab based courses. A single lab section (chosen at random) tied to a large lecture section will be sampled. Within each discipline (Biology, Chemistry, Physics, Anthropology, Geography, Geology, Environmental Science, Mathematics), one course per year will be selected. The same class will not be evaluated each year. The academic unit may select the course. When 70% of the students in the sample rate adequate or above, the goal has been met.

**Rubric for Goal 1**

**Outstanding** – Student can articulate a hypothesis that grows out of a larger theoretical body and devise the test implications to evaluate the hypothesis. Additionally, the student can carry out appropriate methods to test the hypothesis, analyze the date from those methods and determine if the data supports the hypothesis or not. The student can relate the results of their findings back to the larger theory. Finally, student can present this information in a coherent format.

**Adequate** – Student can articulate a hypothesis that grows out of a larger theoretical body and devise the test implications. Additionally, the student can carry out the appropriate methods but has difficulty analyzing the data from those methods and relating the data results back to the hypothesis and larger theory and in presenting this information in a coherent format.

**Ineffective** – Student can not articulate hypothesis that grow out of larger theoretical perspectives or develop test implications for them. Additionally, they have limited knowledge of appropriate methodologies and the data resulting from these methods.

**Measurement Method for Goal 2.**

In at least one section of a lecture class in each of the disciplines in the science section of the CLAS graduation requirements, students will be asked to list five key scientific ideas that advance human understanding of how the world works in that field. This can be accomplished by either imbedding this question in a final exam or in a separate assignment. If t least 70% can successfully list five key ideas, this goal will be met.
Data Collection for the International Perspective:

One goal will be measured every year for the International Perspectives, except for 2011-2012, when two will be measured. The timing of these are summarized in the table below. The means of measuring the first goal is specified below. Rubrics for subsequent goals will be created in the spring semester prior to the academic year it is examined by the social science faculty at the same meeting in which the results of the previous goal are discussed and modifications (if needed) to classes is undertaken.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Academic Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 1</td>
<td>2009-2010</td>
</tr>
<tr>
<td>Goal 2</td>
<td>2010-2011</td>
</tr>
<tr>
<td>Goal 3 and 4</td>
<td>2011-2012</td>
</tr>
<tr>
<td>Goal 5</td>
<td>2012-2013</td>
</tr>
</tbody>
</table>

Goal 1 will be measured by several (2-4) objective questions or a single essay embedded in existing exams through the semester. Questions will vary by discipline but will cover 1) knowledge of the structure/organization of a political system and 2) the factors that challenge and influence those structures/organizations. The following measures will be used:

- **Excellent** – all questions (or all parts of the essay question) are answered correctly.
- **Adequate** – all of the questions (or parts of the essay question) are answered correctly for one of the two issues stated above but not the second.
- **Inadequate** – the questions (or parts of the essay question) are answered incorrectly for both of the issues stated above.

The goal will be interpreted as having been successfully met if at least 70% score adequate or better.

Data Collection for Cultural Diversity

We will measure one objective each year, starting with the first goal in 2009-2010 and preceding through the list from there. The means of measuring the first goal is specified below. Rubrics for subsequent goals will be created in the spring semester prior to the academic year it is examined by the cultural diversity faculty at the same meeting in which the results of the previous goal are discussed and modifications (if needed) to classes is undertaken.

Goal 1 will be measured by several (2-4) objective questions or a single essay question embedded in existing exams or oral presentation through the semester. Questions will vary by discipline but will cover 1) the history of at least one group in the United States and 2) the marginalization of that group by the dominate political group. The following measures will be used:

- **Excellent** – all questions (or all parts of the essay question or oral presentation) are answered correctly with respect to both of the two issues stated above.
**Adequate** – all of the questions (or parts of the essay question or oral presentation) are answered correctly with respect to one of the two issues stated above but not the second.

**Inadequate** – the questions (or parts of the essay question or oral presentation) are answered incorrectly for both issues stated above.

The goal will be interpreted as having been successfully met if at least 70% of the students score adequate or better.