EMCC General Education Abilities Course Survey

Course Prefix (e.g. ENG101) _____ How many sections of this course are you teaching in the fall 2010?_____

Instructor Name:_____

Please return survey to a SAAC Chair (Erik Huntsinger or Michelle Breaux) as soon as possible.

	General Education Abilities						
Questions	**Communication**	**Critical and Creative Thinking**	**Composition & Writing**	**Numeracy**	**Scientific Inquiry**	**Information and Technological Literacy**	**Social, Civic, and Global Responsibility**
How frequently* is this ability taught in the course? **0**=Not Taught **1**= Rarely **2**= Occasionally **3**= Frequently **4** = Very Frequently							
What level is this ability taught in your course? Use the levels listed in the General Education Abilities Matrix **(1-6)** **Leave this blank if this ability is not taught in your course.**							
Do you assess for this ability in the Course?** **F** = formal evaluation of the ability as part of the student grade **I** = informal feedback, but not part of the grading system **0** = ability Is not assessed							

* Frequency: Answer "1" (rarely) if this ability is represented in less than 10% of class activities, "2" (occasionally) if the ability is featured in 10-30% of class activities, "3" (frequently) if the ability is featured in 31% to 60% of class activities, and "4" (very frequently) if the ability is featured in more than 60% of the class activities.

** Formal assessment means that a student's grade is impacted by how well they perform the ability (e.g. 10% of an assignment is graded for writing and composition ability). Informal assessment is when you provide students feedback (e.g. you need to have more eye contact during a speech), but you don't include the evaluation as part of the grade.

EMCC General Education Abilities Matrix

ABILITIES	Communication	Critical and Creative Thinking	Composition/ Writing	Numeracy	Scientific Inquiry	Information and Technological Literacy	Social, Civic, and Global Responsibility
Level 1 Remember basic components	Know appropriate presentation vocabulary and conventions.	Identify and define basic components of a discipline.	Know writing conventions.	Recall principles, procedures and correct terminology.	Remember basic components of science.	Know how to access sources and retrieve objects created.	Identify current social, civic and global issues.
Level 2 Understand components in context of relationships	Articulate an understanding of content by expressing the idea in your own words. Identify key concepts of a presentation.	Describe relationships between basic components.	Demonstrate an understanding of content by describing it in your own words. Identify purpose of paper.	Draw conclusions and justify methods and procedures.	Understand science in context.	Understand issues affecting the use of information and/or technology while observing laws, regulations and institutional policies.	Discuss and interpret social, civic and global issues.
Level 3 Apply knowledge and comprehension of components to various situations	Presents information using appropriate language and delivery through a variety of techniques.	Exhibit knowledge of components through presentation, performance and solutions in a new context.	Apply knowledge of topic content to a given scenario using appropriate writing convention terms.	Apply a strategy for a solution.	Apply knowledge and comprehension of science components to various situations.	Use information for a specific purpose. Use various software and hardware to complete tasks.	Apply knowledge of global, social and civic mores to current situations.
Level 4 Analyze information using knowledge of components	Analyze and adapt a presentation for a particular audience.	Uses critical and creative thinking skills to analyze materials and/or products.	Demonstrate ability to compare and contrast perspectives using appropriate writing conventions Deconstruct….	Determine relevant information, appropriate mathematical concepts and logical/reasonable responses.	Analyze data and techniques using knowledge of components.	Analyze information needs to determine best sources. Organize electronic information so that it may be retrieved.	Differentiate social, global and civic practices from an ethnocentric perspective.
Level 5 Evaluate information using knowledge of components	Organize information for a presentation. Critique a presentation according to specified criteria.	Evaluates information to reach reasonable conclusions.	Evaluate the strengths and/or weaknesses of a topic to support a judgement by referencing appropriate sources using writing.	Verify a procedure using concrete models.	Evaluate data and conclusions using knowledge of components.	Evaluate sources and content. Evaluate software and hardware to meet needs.	Evaluate and consider change in perspective from a social, civic and global viewpoint.
Level 6 Create materials or a product using components	Prepare and deliver a presentation on a given topic.	Create materials and or products that demonstrate critical thinking.	Compose a piece of writing to create a new perspective or argument.	Integrate parts into something new to form a new product.	Create materials or products using scientific components and relationships.	Construct research question and searching strategy. Create objects with appropriate software.	Construct a model which integrates social, civic and/ or global engagement.