# Bowling Green Perspective (BGP) Assessment Data
Humanities & The Arts (HA)

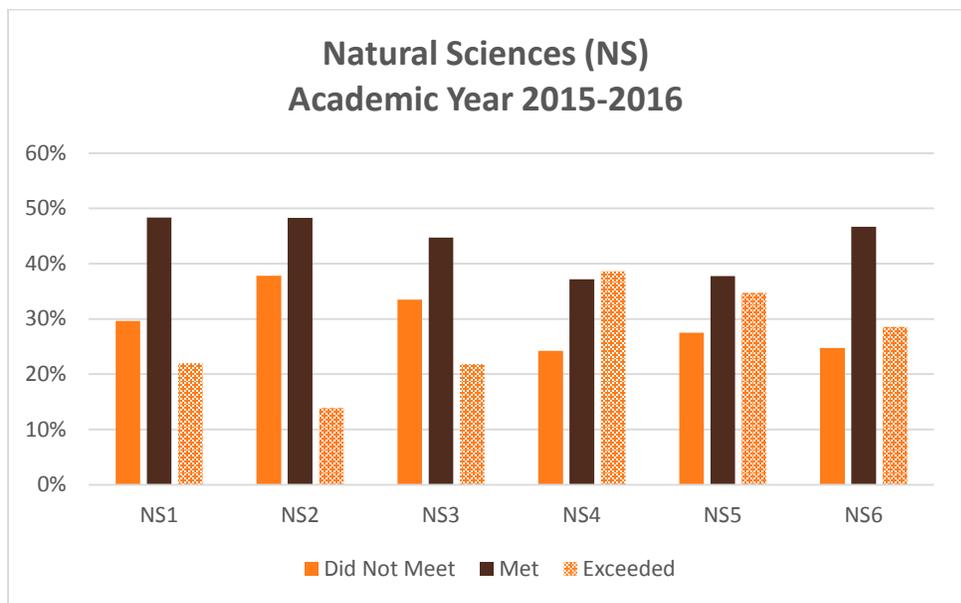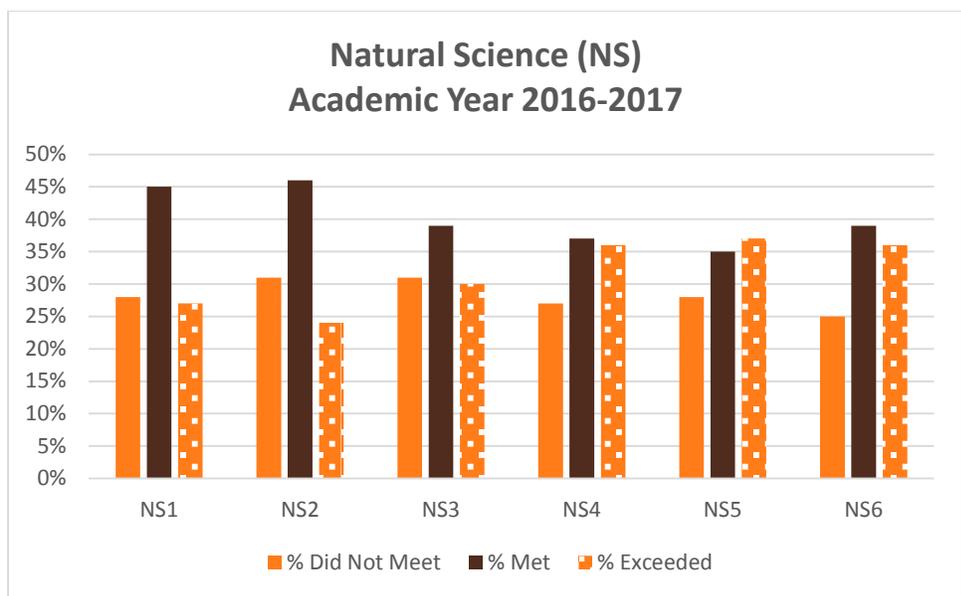| *BGP Learning Outcome* |
| --- |
| **Apply** humanistic modes of inquiry and interpretation, in the illustration of the discipline's connection to human values. **(HA1)** |
| **Demonstrate** a fundamental critical knowledge of the role of arts, language and/or media in culture and society. **(HA2)** |
| **Examine** how the social and cultural contexts of creative endeavors arise over a variety of historical periods. **(HA3)** |
| **Illustrate** the development of verbal and non-verbal communication in the humanities and the arts. **(HA4)** |

Humanities and the Arts (HA)
Academic Year 2016-2017

Humanities & The Arts (HA)
Academic Year 2015-2016
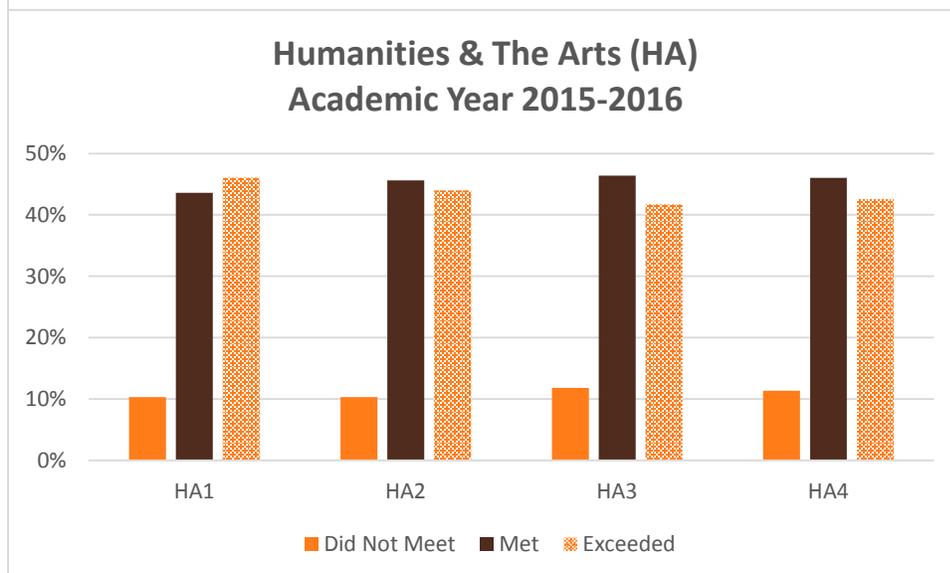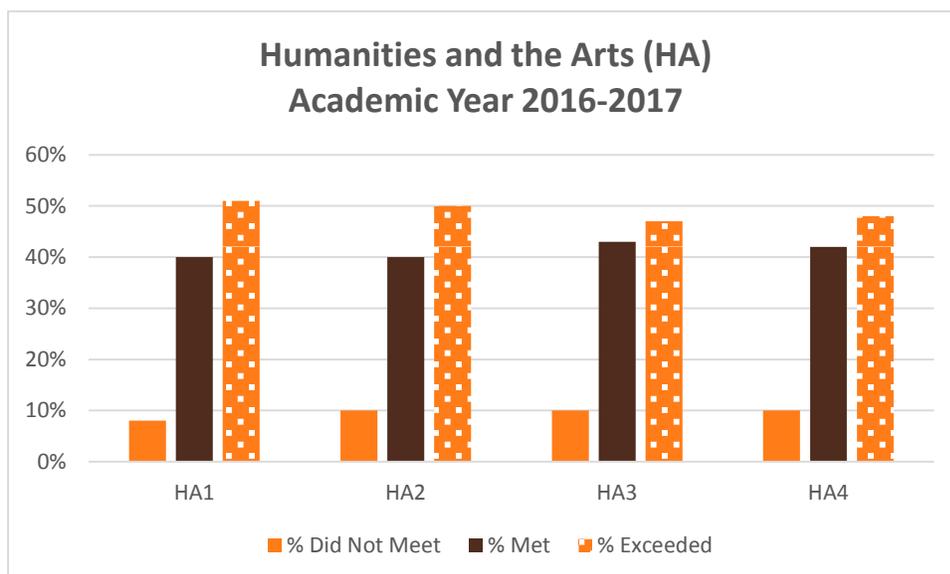
Social & Behavioral Sciences (SBS)

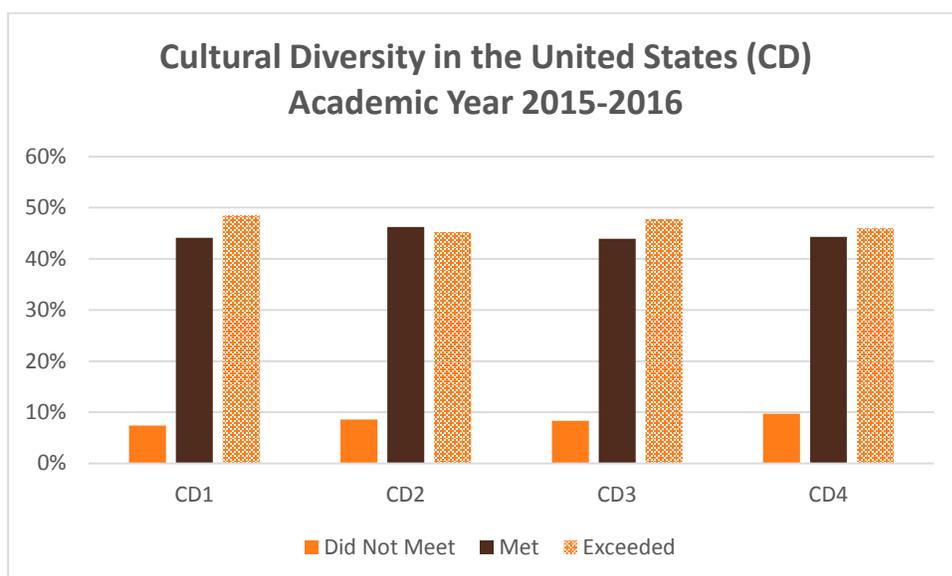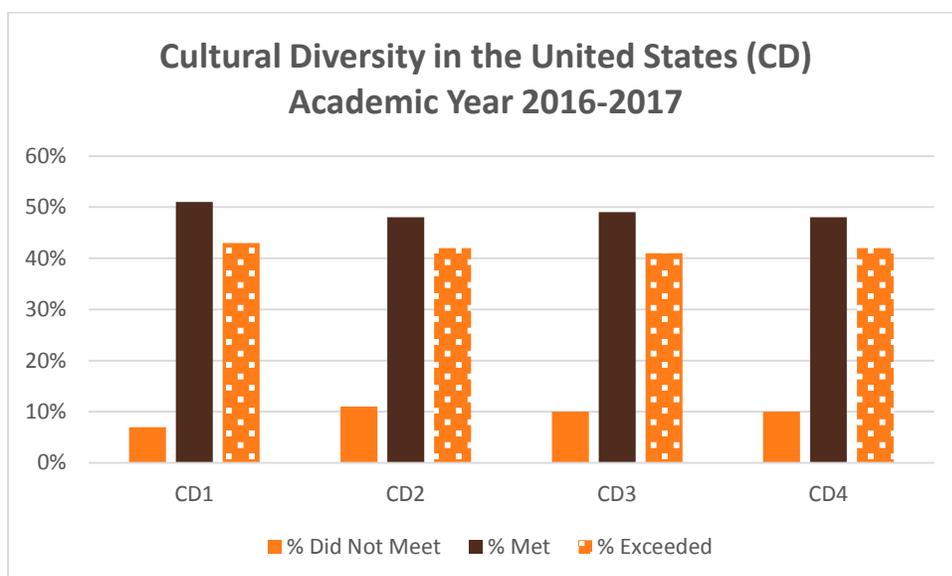| BGP Learning Outcome |
|---|
| **Describe** significant social/behavioral issues/questions using appropriate theories and evidence. **(SBS1)** |
| **Articulate** how the values of the social/behavioral sciences impact decision-making in contemporary society. **(SBS2)** |
| **Deconstruct social/behavioral** arguments critically, refuting logical and reasoning flaws inherent in them. **(SBS3)** |
| **Compose** written and oral arguments related to issues or questions in the social/behavioral sciences. **(SBS4)** |
| **Evaluate** evidence that supporting arguments and conclusions on each side of major social or behavioral issues. **(SBS5)** |

Social and Behavioral Sciences (SBS) Academic Year 2016-2017

Legend: % Did Not Meet, % Met, % Exceeded

Social & Behavioral Sciences (SBS) Academic Year 2015-2016

Legend: Did Not Meet, Met, Exceeded
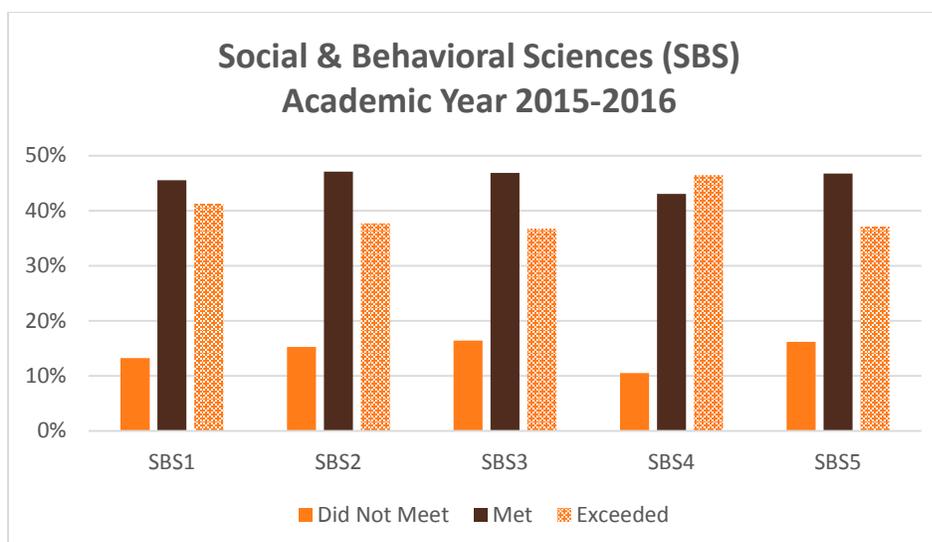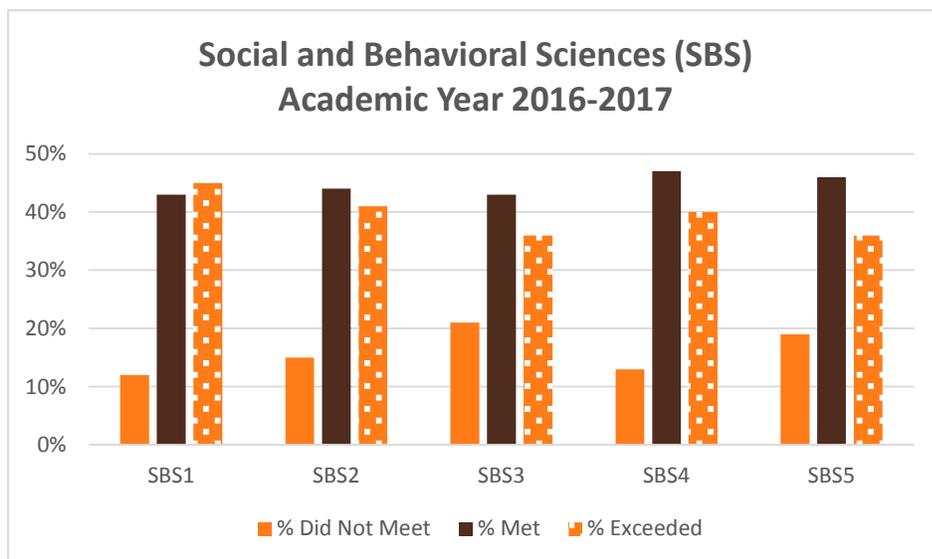
Natural Sciences (NS)

BGP Learning Outcome
Describe how natural sciences can be used to explain and/or predict natural phenomena. **(NS1)**
Identify misconceptions associated with the specific scientific discipline. **(NS2)**
Explain simple quantitative data and its limits relative to the study of science. **(NS3)**
Demonstrate the application of simple quantitative and qualitative data in the scientific process. **(NS4)**
Solve problems using one or more of the logical approaches of science. **(NS5)**
Reflect on the relevance of science to one's everyday life. **(NS6)**

Natural Science (NS) Academic Year 2016-2017

	% Did Not Meet	% Met	% Exceeded
NS1	28%	45%	27%
NS2	31%	46%	24%
NS3	31%	39%	30%
NS4	27%	37%	36%
NS5	28%	35%	37%
NS6	25%	39%	36%

Natural Sciences (NS) Academic Year 2015-2016

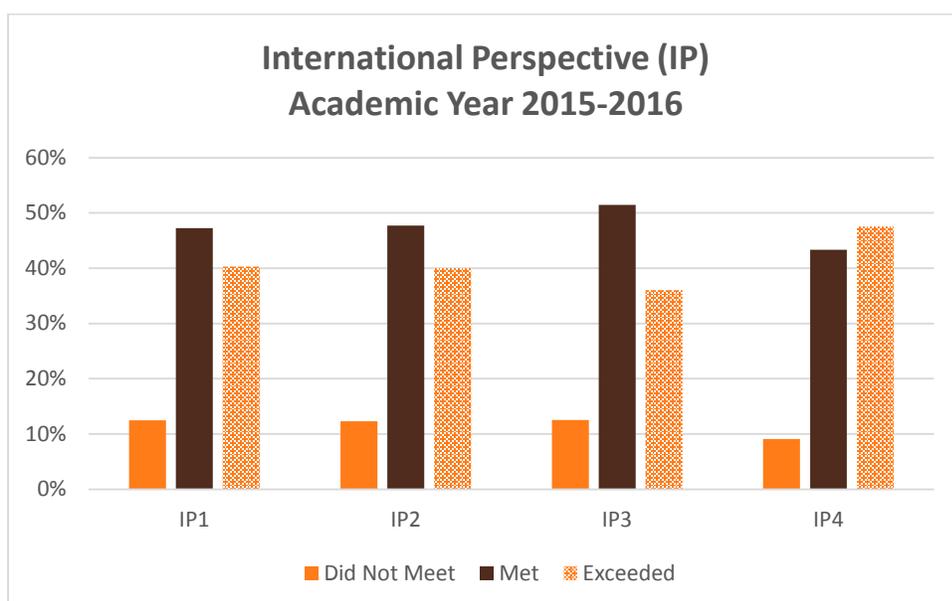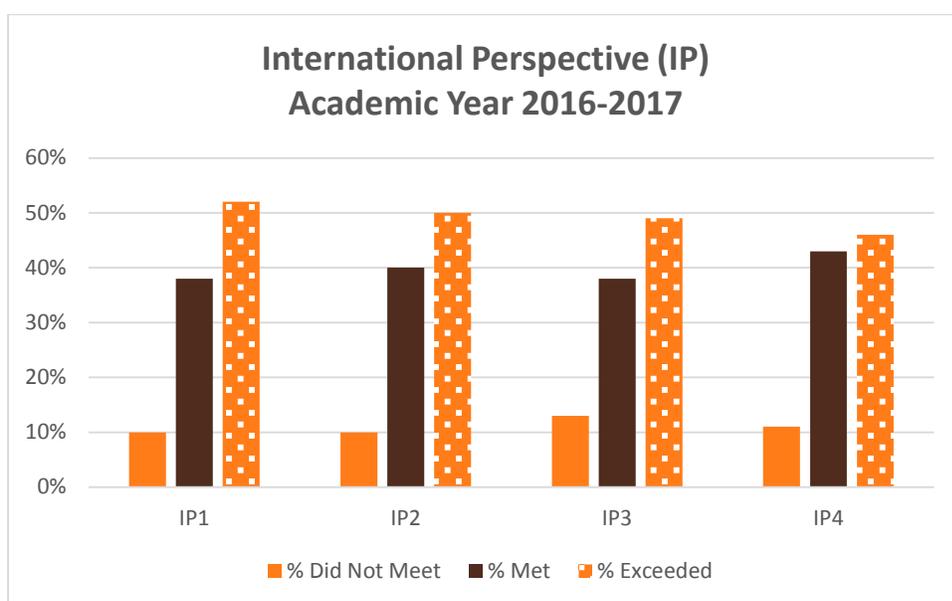|	Did Not Meet	Met	Exceeded
NS1	30%	48%	22%
NS2	38%	48%	14%
NS3	33%	45%	22%
NS4	24%	37%	39%
NS5	28%	38%	35%
NS6	25%	47%	29%

Cultural Diversity in the United States (CD)

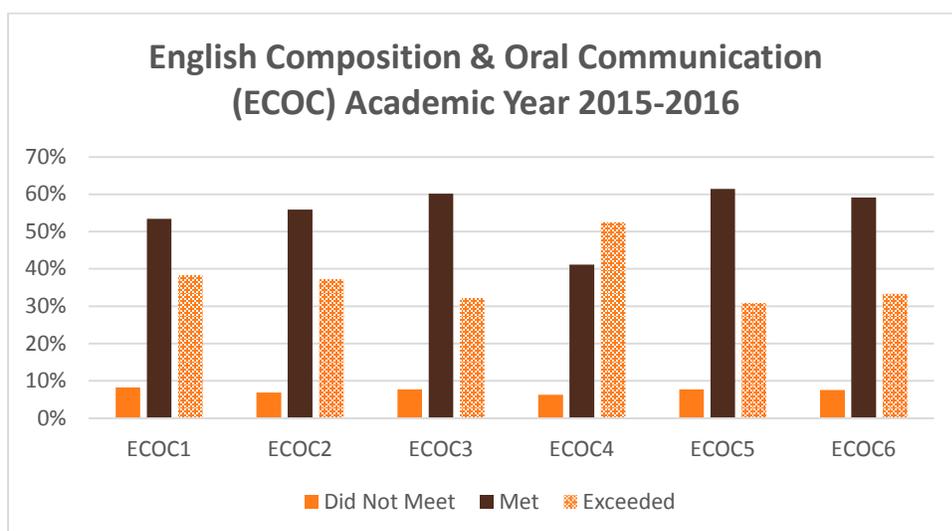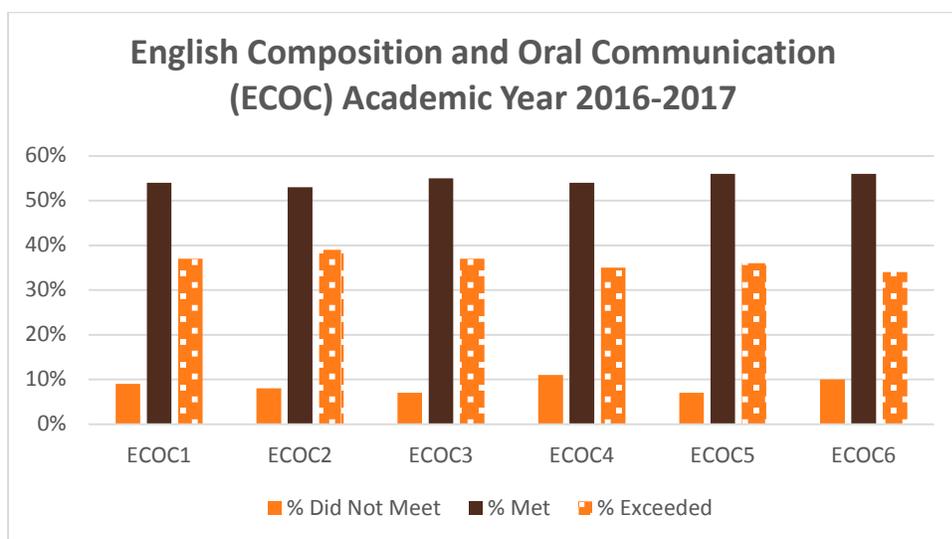| *BGP Learning Outcome* |
|---|
| **Recognize** the ways in which diverse cultures or subcultures have shaped and continue to shape American life. **(CD1)** |
| **Explain** ways in which diverse cultures or subcultures have shaped and continue to shape American life. **(CD2)** |
| **Examine** issues and challenges in cultural diversity from the perspectives of diverse cultures. **(CD3)** |
| **Compare** values of their own subculture(s) with those of others. **(CD4)** |

**Cultural Diversity in the United States (CD)
Academic Year 2016-2017**

■ % Did Not Meet ■ % Met ▨ % Exceeded

**Cultural Diversity in the United States (CD)
Academic Year 2015-2016**

■ Did Not Meet ■ Met ▨ Exceeded

International Perspective (IP)

BGP Learning Outcome
Explain how national cultures affect world views or ways of thinking. **(IP1)**
Explain how world issues and international connections affect people's lives/ways of life. **(IP2)**
Analyze problems and possibilities inherent in global economic, geographic, ecological, political, social, and/or technological systems. **(IP3)**
Demonstrate competency in speaking, reading, and/or writing a foreign language. **(IP4)**

International Perspective (IP)
Academic Year 2016-2017

	% Did Not Meet	% Met	% Exceeded
IP1	10%	38%	52%
IP2	10%	40%	50%
IP3	13%	38%	49%
IP4	11%	43%	46%

International Perspective (IP)
Academic Year 2015-2016

	Did Not Meet	Met	Exceeded
IP1	12.5%	47%	40.5%
IP2	12.5%	47.5%	40%
IP3	12.5%	51.5%	36%
IP4	9%	43%	47.5%

English Composition & Oral Communication (ECOC)

BGP Learning Outcome
Formulate effective, ethical written and/or oral arguments which are based upon appropriate, credible research. **(ECOC1)**
Construct materials which respond effectively to the needs of a variety of audiences, with an emphasis upon academic audiences. **(ECOC2)**
Analyze how the principles of rhetoric work together to promote effective communication. **(ECOC3)**
Communicate effectively when participating in small groups and/or making formal presentations. **(ECOC4)**
Utilize rhetorical strategies that are well-suited to the rhetorical situation, including appropriate voice, tone, and levels of formality. **(ECOC5)**
Demonstrate critical thinking, reading, and writing strategies when crafting arguments that synthesize multiple points of view. **(ECOC6)**

English Composition and Oral Communication (ECOC) Academic Year 2016-2017

English Composition & Oral Communication (ECOC) Academic Year 2015-2016

Quantitative Literacy (QL)

BGP Learning Outcome
Interpret mathematical and statistical models such as formulas, graphs, tables, and schematics, and draw inferences from them. **(QL1)**
Represent mathematical and statistical information symbolically, visually, numerically, and verbally. **(QL2)**
Use arithmetical, algebraic, geometric, and statistical methods to **solve** problems. **(QL3)**
Estimate and check answers to mathematical problems in order to determine reasonableness, **identify** alternatives, and **select** optimal results. **(QL4)**
Recognize that mathematical and statistical methods are based on assumptions and have limits. **(QL5)**

Quantitative Literacy (QL) Academic Year 2016-2017

Quantitative Literacy (QL) Academic Year 2015-2016