Georgia Institute of Technology

Office of Academic Effectiveness

General Education Core IMPACTS Assessment Plan

(AY 2025-26 to AY 2027-28)

Prepared by: Office of Academic Effectiveness

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Georgia Tech

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General Education Assessment Plan

Introduction

An integral part of the delivery of General Education (Gen Ed) at Georgia Institute of Technology (Georgia Tech) includes the assessment of the learning outcomes. Every student in the University System of Georgia engages in a General Education curriculum designed to provide a foundation of knowledge, skills, and competencies to promote academic success and lifelong learning. This curriculum, "Core IMPACTS", introduces the different ways of knowing the world and connects students to the big questions that will drive their future and provide the essential skills needed to succeed. Core IMPACTS is structured across seven areas: **I**nstitutional Priority; **M**athematics and Quantitative Skills; **P**olitical Science and U.S. History; **A**rts, Humanities and Ethics; **C**ommunicating in Writing; **T**echnology, Mathematics and Sciences; **S**ocial Sciences. The student learning outcomes are described below.

- **I**nstitutional Priority
  Outcome: Students will demonstrate the ability to think critically and solve problems related to academic priorities at their institution. At Georgia Tech, students will be able to develop solutions to problems involving data and to implement these solutions using an appropriate computer language.

- **M**athematics & Quantitative Skills
  Outcome: Students will apply mathematical and computational knowledge to interpret, evaluate, and communicate quantitative information using verbal, numerical, graphical, or symbolic forms.

- **P**olitical Science and U.S. History
  Outcome: Students will demonstrate knowledge of the history of the United States, the history of Georgia, and the provisions and principles of the United States Constitution and the Constitution of Georgia.

- **A**rts, Humanities & Ethics
  Outcome: Students will effectively analyze and interpret the meaning, cultural significance, and ethical implications of literary/philosophical texts or of works in the visual/performing arts.

- **C**ommunicating in Writing
  Outcome: Students will communicate effectively in writing, demonstrating clear organization and structure, using appropriate grammar and writing conventions. Students will appropriately acknowledge the use of materials from original sources. Students will adapt their written communications to purpose and audience. Students will analyze and draw informed inferences from written texts.

- **T**echnology, Mathematics & Sciences
  Outcome: Students will use the scientific method and laboratory procedures or mathematical and computational methods to analyze data, solve problems, and explain natural phenomena.

- **S**ocial Sciences
  Outcome: Students will effectively analyze the complexity of human behavior, and how historical, economics, political, social, or geographic relationships develop, persist, or change.

For a course to be included in Georgia Tech's Gen Ed, it must align with the appropriate learning outcome in the Gen Ed proposal process. Courses proposed to be included in Gen Ed undergo approval processes through the Institute's Undergraduate Curriculum Committee, the Vice Provost for Undergraduate Education, the Faculty Senate, and the USG's Council on General Education.

The 3-Year Georgia Tech Gen Ed Assessment Plan (2025-2028) sets the framework for good practice in course delivery and assessment, capitalizing on the good judgment of faculty members regarding students' levels of attainment of the Gen Ed learning outcomes. Faculty develop signature assignments in their Gen Ed courses, and the assignment, along with student performance data, is collected for review and analysis at the end of each semester of the 3-Year Assessment Plan. These direct measures of student learning via faculty identified signature assignments are at the heart of the Gen Ed Assessment Plan.

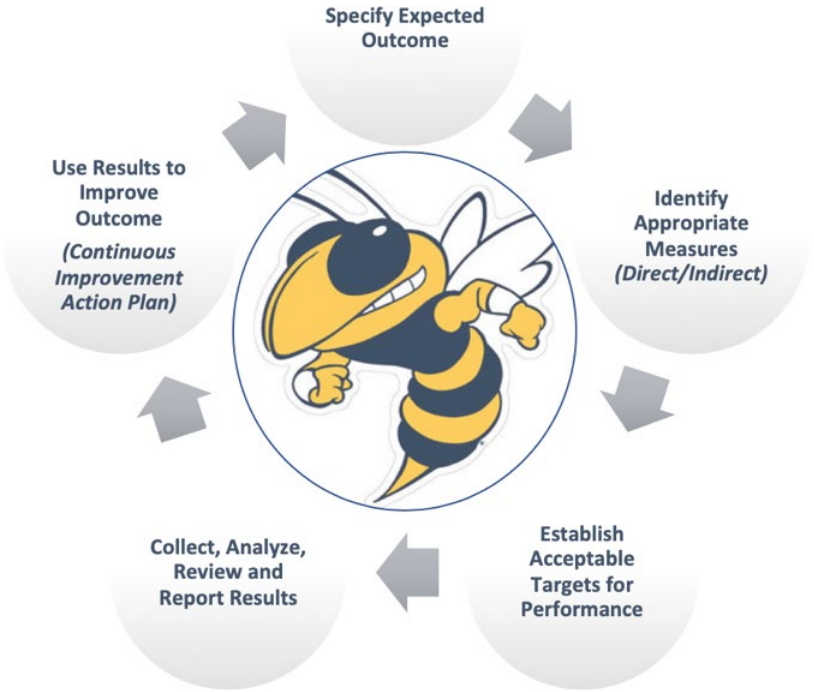
Complementing the direct measures will be indirect measures that involve student perceptions of their learning. One indirect measure will be the National Survey of Student Engagement (NSSE). Georgia Tech has participated in the NSSE every three years since 2000. The survey is administered to all first-year students and seniors. Some NSSE questions align well with Georgia Tech's Gen Ed learning outcomes. Georgia Tech plans to use the NSSE results from the 2023 and 2026 administrations as our benchmarks and to inform our level of expected attainment. Longitudinal trends of the results will be monitored over time, compared against our previous benchmarks, and triangulated with assessment information from our direct measures.

The second indirect measure will be the Georgia Tech Undergraduate Exit Survey given to graduating seniors. The Institute has been gathering information about students' experiences for more than fifteen years. Specifically, the last form of the survey addresses the Gen Ed learning outcomes, and results will be aligned accordingly.

This Gen Ed Assessment Plan aims to develop a sustainable assessment structure and timeline for the assessment of Georgia Tech's Gen Ed student learning outcomes. Nurtured by the Subcommittee on Gen Ed and Policy, this plan outlines the learning outcomes, signature assignments, performance targets, and faculty reporting to the Office of Academic Effectiveness. Taken together, the results will be shared with the Subcommittee on Gen Ed and Policy as well as key stakeholders. Using the assessment results, the Subcommittee, along with other stakeholders, will develop action plans to improve students' attainment of the Gen Ed learning outcomes.

Overview of General Education Assessment

The Institute's approach to meaningful outcomes assessment consists of the following five steps: (1) Specify expected outcomes that are aligned with program goals, strategic priorities, and the Institute's mission, (2) Identify appropriate measures (i.e., direct/indirect where appropriate) to assess the outcome, (3) Establish acceptable targets for performance, (4) Collect, analyze, review and report results, (5) Use results to improve the outcome.



To better understand how students experience Gen Ed at Georgia Tech, the Office of Academic Effectiveness reviewed enrollment patterns and class size (large class-100 or more students; medium class- 50-99 students; small class- 20-49 students) for students taking courses in Gen Ed for the last five years. This exercise led to the conclusion that all class sizes would be included in the 3-year Gen Ed Assessment Plan, as well as coverage of each discipline that contributes to Gen Ed.

The Office of Academic Effectiveness worked with Course Coordinators and Instructors to better understand how students demonstrate Gen Ed learning outcomes in their courses. There was careful attention to signature assignments and their alignment to the appropriate learning outcomes. In addition, Course Coordinators and Instructors also provided acceptable targets for performance. The Office of Academic Effectiveness collaborates with Course Coordinators and Instructors to develop efficient ways to collect direct student performance data.

Frequency and Timeline of General Education Assessment

The table below outlines the assessment schedule and details the data collection timeline to ensure that each Core IMPACTS learning outcome is assessed twice by Spring 2028. The table also includes the courses that are contributing to the assessment of Core IMPACTS. Data aligned with each student learning outcome will be collected by the Office of Academic Effectiveness in collaboration with course instructors and coordinators.

Assessment and Data Collection Timeline by Learning Outcomes

Fall 2025	Spring 2026	Fall 2026	Spring 2027	Fall 2027	Spring 2028
Institutional Priority	**Mathematics and Quantitative Skills**	**Technology, Mathematics, and Sciences**	**Technology, Mathematics, and Sciences**	**Institutional Priority**	**Mathematics and Quantitative Skills**
CS1301 Introduction to Computing (L, online)	MATH 1552 Integral Calculus (L)	CHEM 1310 General Chemistry (L))	MATH 1554 Linear Algebra (L)	CS1301 Introduction to Computing	MATH 1552 Integral Calculus
CS1315 Introduction to Media Computation (L)	MATH 1712 Survey of Calculus (L)	BIOS 1107L Principles of Biology I Laboratory 1 (L)	MATH 1711 Finite Mathematics (L)	CS1315 Introduction to Media Computation	MATH 1712 Survey of Calculus
CS1371 Computing for Engineers (L)		EAS 1600 Introduction to Environmental Science (L)		CS1371 Computing for Engineers	
	Communicating in Writing	PHYS 2212 Introductory Physics II (L, GTE)			**Communicating in Writing**
	ENGL 1101 English Composition I (L)				ENGL 1101 English Composition I
	ENGL 1102 English Composition II (L)	**Social Sciences**	**Social Sciences**		ENGL 1102 English Composition II
Political Science and U.S. History		ECON 2100 Economic Analysis and Policy Problems (L)	INTA 2030 Ethics in International Affairs (L)	**Political Science and U.S. History**	
INTA 1200 American Government in Comparative Perspective (L)	**Arts, Humanities, and Ethics**	PSYC 1101 General Psychology (L)	POL 2101 State and Local Government (S)	INTA 1200 American Government in Comparative Perspective	**Arts, Humanities, and Ethics**
HIST 2111 Survey of U.S. History (L)	ARCH 2111 History of Arch 1 (M)	PSYC 2210 Social Psychology (L)	PUBP 3030 Policy Analysis (M)	HIST 2111 Survey of U.S. History	ARCH 2111 History of Arch 1
HIST 2112 Survey of U.S. History II (M)	FREN 1002 Elementary French II (L, GTE)	PSYC 2230 Abnormal Psychology (L)	INTA 1110 Introduction to International Relations (M)*	HIST 2112 Survey of U.S. History II	FREN 1002 Elementary French II
POL 1101 Government of the United States (L)	ID 2202 History of Modern Industrial Design (L)	SOC 1101 Introduction to Sociology (L)	ARCH 3135 City Literacy (S)*	POL 1101 Government of the United States	ID 2202 History of Modern Industrial Design
	ID 2241 History of Art 1 (L)				ID 2241 History of Art 1
	LMC 2100 Introduction to Science, Technology and Culture (S)				LMC 2100 Introduction to Science, Technology and Culture
	LMC 3226 Major Authors I (M)				LMC 3226 Major Authors
	ML 2500 Think Globally, Act Locally: An Introduction to Cross-Cultural Studies (L)				ML 2500 Think Globally, Act Locally: An Introduction to Cross-Cultural Studies
	PHIL 2025 Philosophical Analysis of Policy Choices (S)				PHIL 2025 Philosophical Analysis of Policy Choices
	PHIL 3109 Engineering Ethics (L)				PHIL 3109 Engineering Ethics
	SPAN 2001 Intermediate Spanish I (L)*				SPAN 2001 Intermediate Spanish I
	MUSI 3621 Musicians & their Music (M)*				MUSI 3621 Musicians & their Music
	LING 2100 Introduction to Linguistics (L)*				LING 2100 Introduction to Linguistics

Assessment Plan

To encourage a more comprehensive and accurate assessment of student performance, Georgia Tech will use both direct and indirect methods to assess general education learning outcomes. The majority of assessment activity relies on direct methods that are embedded across Gen Ed courses. The direct methods are measures that are tangible, visible, self-explanatory, and provide compelling evidence of exactly what students have learned. The strength of direct measures is that they require students to demonstrate what they have learned in a way that is observable and measurable, such as capstone projects, portfolios, test questions, written work, and presentations. The following components are included for each Core IMPACTS learning outcome assessment plan: Expected Outcome, Appropriate Methods/Measures (Direct and Indirect), and Targets. Key personnel are identified for each Gen Ed outcome in Appendix A.

Institutional Priority Outcome:

Students will be able to develop solutions to problems involving data and to implement these solutions using an appropriate computer language.

Appropriate Methods/Measures

Courses that contribute to the Institutional Priority (Computing)

Course ID	Course Name	Class Size
CS 1301	Introduction to Computing	Large
CS 1315	Introduction to Media Computation	Large
CS 1371	Computing for Engineers	Large

Who assesses student performance?

Course instructors will assess and provide student performance data based on the timeline and identified questions.

Measures

Direct and indirect assessment evidence will be collected using the following plan:

Direct Assessment

The CS 1301, 1315, and 1371 courses will all ask two questions for the learning outcome assessment.

Indirect Assessment

NSSE 2023 and 2026 and Georgia Tech's Undergraduate Exit Survey data will be used as indirect assessment. The selected NSSE item related to the Computing Outcome to be used are:

Georgia Tech had contributed "very much" or "quite a bit" to their development in
Used numerical information to examine a real-world problem or issue.

The selected Undergraduate Exit Survey items related to this outcome follows: Please rate your level of agreement (Strongly Agree to Strongly Disagree) with the following statements: My education at Georgia Tech contributed to the development of my Understanding of technology applications relevant to my field of study.

Acceptable Target

Georgia Tech General Education Assessment Plan

Assessment Measures	Measure Type	Acceptable Target for Performance
Scoring guide applied to signature assignments in the selected courses.	Direct	85% of students meet or exceed expectations
Georgia Tech Exit Survey	Indirect	80% of students "Agree" or "Strongly Agree" that their Georgia Tech education contributed to their growth in select areas
NSSE Survey	Indirect	Compared to AAU & R1, Georgia Tech students' average is not significantly lower ($p < .05$) with an effect size at least 0.3

Mathematics and Quantitative Skills:

Students will apply mathematical and computational knowledge to interpret, evaluate, and communicate quantitative information using verbal, numerical, graphical, or symbolic forms.

Appropriate Methods/Measures

Courses that contribute to Mathematics and Quantitative Skills

Course ID	Course Name	Class Size	Main Enrolled Students
MATH 1552	Integral Calculus	Large	Non-Ivan Allen College of Liberal Arts and Scheller College of Business students
MATH 1712	Survey of Calculus	Large	Ivan Allen College of Liberal Arts and Scheller College of Business

Who assesses student performance?

Course instructors will assess and provide student performance data based on the timeline and identified questions.

Measures

Direct and indirect assessment evidence will be collected using the following plan:

Direct Assessment

Students will be asked to respond to two questions:

Question 1 will assess the students' ability to compute integrals and derivatives of functions. The student will be asked to compute an integral using an important technique of integration, such as integration by parts or substitution, to evaluate an integral. To solve this problem, the student will also need to demonstrate mastery of techniques to compute derivatives of functions.

Question 2 will assess the students' ability to compute limits. The student will be asked to evaluate a problem that involves calculating a limit. To solve this problem, students need to demonstrate a clear understanding of limits.

A single-point rubric developed by the faculty will be applied to this learning outcome assessment:

Developing	Meets Expectations	Exceeds Expectations
	Criteria 1: **Calculus techniques procedure application** Accurately applies appropriate methods (e.g., substitution, integration by parts, limit laws, derivative rules) to solve problems.	
	Criteria 2: **Evaluation and Problem Solving:** Accurate and Complete Computation with minimal computational errors.	
	Criteria 3: **Logical organization and communication:** Uses appropriate mathematical notation to support problem-solving and interpretation.	

Since this rubric is being used for the first time, it is expected that 80% of students will meet or exceed expectations across all criteria.

Indirect Assessment

NSSE 2023 and 2026 and Georgia Tech's Exit Survey data will be used as indirect assessment. The selected NSSE items related to the Quantitative Outcome are as follows:

During the current school year, how often have you

- Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)
- Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)
- Evaluated what others have concluded from numerical information

The Exit Survey items related to this outcome follows:
Please rate your level of agreement (Strongly Agree to Strongly Disagree) with the following statements: My education at Georgia Tech contributed to the development of my Mathematical skills.

Acceptable Target

Georgia Tech General Education Assessment Plan

Assessment Measures	Measure Type	Acceptable Target for Performance
Scoring guide applied to signature assignments in the selected courses.	Direct	80% of students meet or exceed expectations
Georgia Tech Exit Survey	Indirect	80% of students "Agree" or "Strongly Agree" that their Georgia Tech education contributed to their growth in select areas
NSSE Survey	Indirect	Compared to AAU & R1, Georgia Tech students' average is not significantly lower ($p < .05$) with an effect size at least 0.3

Political Science and U.S. History:

Students will demonstrate knowledge of the history of the United States, the history of Georgia, and the provisions and principles of the United States Constitution and the Constitution of Georgia.

Appropriate Methods/Measures

Courses that contribute to the Political Science and U.S. History:

Based on the enrollment and class size from the past five years, about 2/3 of student took large classes (≥100 students), and about 1/3 of students took medium size classes (50-99). There are 4 courses selected:

Course ID	Course Name	Class Size
INTA 1200	American Government in Comparative Perspective	Large
HIST 2111	Survey of U.S. History	Large
HIST 2112	Survey of U.S. History II	Medium
POL 1101	Government of the United States	Large

Who assesses student performance?

Course instructors will assess and provide student performance data based on the timeline and identified projects, papers, or questions.

Measures

Direct and indirect assessment evidence will be collected using the following plan:

Direct Assessment

- INTA 1200 American Government in Comparative Perspective

Final exam:
INTA 1200 American Government in Comparative Perspective explores the institutions and processes of government and how they influence the lives of their citizens in social, political, and economic areas. In this class, the final exam is used to assess this outcome. On the final exam students must typically demonstrate knowledge of electoral system formation and how it influences voter turnout, explore the responsibilities, impact and realities of both political parties and interest groups for shaping public discourse and policy, as well as have competence over various national and state level public policies such as civil liberties, justice systems, and economic policies. The threshold used for institutional level outcome assessment is a score of 70% on the final exam.

- HIST 2111 Survey of U.S. History

Graded activities in HIST 2111 can range widely depending on the professor's pedagogical approach, but usually include objective tests that allow students to demonstrate their ability to describe how social, political, and economic forces influence the behavior of individuals and larger social groups (e.g., families, organizations, nations). Therefore, to provide an assessment of the outcome, the professor will designate three questions on the final examination that will assess students' ability to describe:

- How social forces influence the history of the United States to 1877;
- How political forces influence the history of the United States to 1877; and
- How economic forces influence the history of the United States to 1877.

Each student will receive a score of 0 – 3 on an index measuring the accuracy of their responses.

3: student had three correct answers, therefore, student showed sufficient ability to describe the social, political, and economic forces that influence social behavior.
2: student had two correct answers, therefore, student showed a partial ability to describe the social, political, and economic forces that influence social behavior.
1: student had one correct answer, therefore, student showed a minimal ability to describe the social, political, and economic forces that influence social behavior.
0: student had zero correct answers, therefore, student did not demonstrate an ability to describe the social, political, and economic forces that influence social behavior.

- HIST 2112 Survey of U.S. History II

Graded activities in HIST 2112 can range widely depending on the professor's pedagogical approach, but usually include objective tests that allow students to demonstrate their ability to describe how social, political, and economic forces influence the behavior of individuals and larger social groups (e.g., families,

organizations, nations). Therefore, to provide an assessment of the outcome, the professor will designate three questions on the final examination that will assess students' ability to describe:

- How social forces influence the history of the United States since 1877;
- How political forces influence the history of the United States since 1877; and
- How economic forces influence the history of the United States since 1877.

Each student will receive a score of 0 – 3 on an index measuring the accuracy of their responses.

3: student had three correct answers, therefore, student showed sufficient ability to describe the social, political, and economic forces that influence social behavior.
2: student had two correct answers, therefore, student showed a partial ability to describe the social, political, and economic forces that influence social behavior.
1: student had one correct answer, therefore, student showed a minimal ability to describe the social, political, and economic forces that influence social behavior.
0: student had zero correct answers, therefore, student did not demonstrate an ability to describe the social, political, and economic forces that influence social behavior.

- POL 1101 Government of the United States

This course will cover the purposes, structure, and functions of both national and state governments, emphasizing participation, institutions, and the policy process. It includes foundations of law, civil rights and civil liberties, the role of the media, parties and elections, and the policy process. The course also involves a study of the Constitution of Georgia. In this course, embedded exams will be used to assess the student learning outcome.

Indirect Assessment

NSSE 2023 and 2026 and Georgia Tech's undergraduate Exit Survey data will be used as indirect assessment. The NSSE items related to this Outcome are as folloes:

How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

- Being an informed and active citizen.
- Learned something that changed the way you understand an issue or concept.
- Connected your learning to societal problems or issues.
- Attending events that address important social, economic, or political issues.

The Exit Survey items related to this outcome follows:
Please rate your level of agreement (Strongly Agree to Strongly Disagree) with the following statements: My education at Georgia Tech contributed to the development of my Knowledge of current events.

Acceptable Target

Georgia Tech General Education Assessment Plan

Assessment Measures	Measure Type	Acceptable Target for Performance
Scoring guide applied to signature assignments in the selected courses	Direct	80% of students meet or exceed expectation
Georgia Tech Exit Survey	Indirect	80% of students "Agree" or "Strongly Agree" that their Georgia Tech education contributed to their growth in select areas
NSSE Survey	Indirect	Compared to AAU & R1, Georgia Tech students' average is not significantly lower ($p < .05$) with an effect size at least 0.3

Arts, Humanities, and Ethics:

Students will effectively analyze and interpret the meaning, cultural significance, and ethical implications of literary/philosophical texts in English or other languages or of works in the visual/performing arts.

Appropriate Methods/Measures

Courses that contribute to Arts, Humanities, and Ethics

Based on the enrollment and class size from the past 5 academic years. Approximately 54% of students took large courses (≥ 100), 15% of students took medium size courses (50-99), and 9% of students took small courses size (20-49). To ensure school representation is appropriate, meetings with course coordinators and instructors were conducted. The following set of classes includes each discipline contributing to the outcome:

Course ID	Course Name	Class Size
FREN 1002	Elementary French II	Large
SPAN 2001	Intermediate Spanish I	Large
ID 2202	History of Modern Industrial Design	Large
ID 2241	History of Art 1	Large
PHIL 3109	Engineering Ethics	Large
LING 2100	Introduction to Linguistics	Large
LMC 3226	Major Authors	Medium
ML 2500	Think Globally, Act Locally: An Introduction to Cross-Cultural Studies	Medium
MUSI 3621	Musicians & their Music	Medium
ARCH 2111	History of Arch 1	Medium
LMC 2100	Introduction to Science, Technology and Culture	Small
PHIL 2025	Philosophical Analysis of Policy Choices	Small

Who assesses student performance?

Course instructors will assess and provide student performance data based on the timeline and identified projects, papers, or questions.

Measures

Direct and indirect assessment evidence will be collected by the following plan:

Direct Assessment

- FREN 1002 Elementary French II

Final exam/quiz question:

The student will describe two aspects of French culture discussed in class: a) one that demonstrates a similarity of French culture with student's native culture, and thus shouldn't cause problems when student interact with a native French speaker; and b) one that demonstrates an important cultural difference or contrast that student need to keep in mind when interacting with a native French speaker within their culture.

Evaluation for parts a) and b), 6 points total:
3: student provides a completely adequate and clear example
2: student example is partially adequate, but requires more evidence to be completely appropriate
1: student example is minimally adequate: it is a possible example, but requires reflection to see appropriateness
0: student example is not appropriate or does not relate to information from this course

- SPAN 2001 Intermediate Spanish I

Final exam/quiz question: The student will describe two aspects from a Hispanic culture we discussed in class: a) one that demonstrates a similarity from a Hispanic culture with student's native culture, and thus shouldn't cause problems when student interact with a native Spanish speaker; and b) one that demonstrates an important cultural difference or contrast that student need to keep in mind when interacting with a native Spanish speaker within their culture.

Evaluation for parts a) and b), 6 points total:
3: student provides a completely adequate and clear example
2: student example is partially adequate, but requires more evidence to be completely appropriate
1: student example is minimally adequate: it is a possible example, but requires reflection to see appropriateness
0: student example is not appropriate or does not relate to information from this course

- ID 2202 History of Modern Industrial Design

The student will be able to demonstrate an understanding of the influences of literature on the design arts by correctly identifying multiple answers on an exam question.
Exam question: From a set of answers, identify the correct cross-influences from the Transcendentalist literature of the late/early 20th century (Emerson, Thoreau) on the design field known as The Arts & Crafts Movement (Morris, Stickley) in terms of selection and use of (ecological) materials, function of the design (within Survivalist agendas) and design narratives ("spiritual truth").

- ID 2241 History of Art 1

The student will be able to demonstrate an understanding of the influences of philosophy on Renaissance art the by correctly identifying multiple answers on an exam question.
Exam question: From a set of answers, identify the cross-influences from the philosophy of Neoplatonism (Ficino and the Medici School) on the art practiced by Michelangelo in terms of his choices in subject matter for his art projects ("the Great Chain of Being" and "Perfect Forms") and his compositional devices (hierarchies in spatial positioning, perspective systems, use of self-portraits).

- LMC 2100 Introduction to Science, Technology and Culture and LMC 3226 Major Authors

In LMC courses, students will be asked to produce a piece of writing that demonstrates a description of the relationships among languages, philosophies, cultures, literature, ethics, or the arts. Through this writing, students will identify the ways in which these disciplines work together. Faculty will score this writing to determine the quality of student learning.

- ML 2500 Think Globally, Act Locally: An Introduction to Cross-Cultural Studies

Final exam/quiz question:
The student will describe two aspects of one of the cultures discussed in class: a) one that demonstrates a common or important literary theme/idea from that culture that is also found in literature from student's native culture, and thus shouldn't cause problems when discussing with a native speaker of that culture; and b) one that demonstrates a common or important literary theme/idea that is quite different or absent from those themes found in student's native culture, and which might cause problems when discussing literature with a native speaker of that culture within their culture.
Evaluation for parts a) and b), 6 points total:
3: student provides a completely adequate and clear example
2: student example is partially adequate, but requires more evidence to be completely appropriate
1: student example is minimally adequate: it is a possible example, but requires reflection to see appropriateness
0: student example is not appropriate or does not relate to information from this course

- PHIL 3109 Engineering Ethics

  Students will be asked to write a short (2 pages, double-spaced) assignment summarizing and providing a critical reaction to a concrete case study from the field of engineering ethics. Through this writing they will identify an ethical dilemma and describe the relationships that are in potential conflict. Faculty will score this writing to determine the quality of student learning. Approximately 80% of students will score at 8 or higher out of 10.

- MUSI 3621 Musicians & their Music
  To be determined.

- LING 2100 Introduction to Linguistics
  To be determined.

- PHIL 2025 Philosophical Analysis of Policy Choices
  To be determined.

- ARCH 2111: History of Architecture I
  In ARCH 2111, students will be asked to respond to two questions:

  Question 1 will assess the evolution of architectural drawing conventions as an essential graphic language that transcended isolated areas and eras. Students will be asked to explain how the introduction of paper shaped architectural production and enhances our understanding of architectural history. Students' answers should be approximately one paragraph with a clear thesis statement and at least three specific examples from different geographic regions (artifacts, projects/sites, and/or architects and how paper transformed their work and/or legacy).

  Question 2 will assess the translation of structural and performative concepts in architecture. Students will be asked to examine two specific structural features or assemblies then explain how they are directly representative of cross-cultural contact, assimilation, and/or adaptation.

  Indirect Assessment
  NSSE 2023 and 2026 and Georgia Tech's Undergraduate Exit Survey data will be used as indirect assessment. The NSSE items related to this Outcomes are as follows:

  Georgia Tech had contributed "very much" or "quite a bit" to their
  - Developing/clarifying a personal code of values and ethics.
  - Understanding people of other backgrounds
  - Tried to better understand someone else's view by imagining how an issue looks from their perspective

  The Exit Survey items related to this outcome are as follows:
  Please rate your level of agreement (Strongly Agree to Strongly Disagree) with the following statements: My education at Georgia Tech contributed to the development of my Ability to make ethically responsible decisions.

Please rate your level of agreement (Strongly Agree to Strongly Disagree) with the following statements: My education at Georgia Tech contributed to the development of my Appreciation for diverse cultures.

Acceptable Target

Georgia Tech General Education Assessment Plan

Assessment Measures	Measure Type	Acceptable Target for Performance
Scoring guide applied to signature assignments in the selected courses.	Direct	80% of students meet or exceed expectations
GT Exit Survey	Indirect	80% of students "Agree" or "Strongly Agree" that their Georgia Tech education contributed to their growth in select areas
NSSE Survey	Indirect	Compared to AAU & R1, Georgia Tech students' average is not significantly lower ($p < .05$) with an effect size at least 0.3

Communicating in Writing:

Students will communicate effectively in writing, demonstrating clear organization and structure, using appropriate grammar and writing conventions.
Students will appropriately acknowledge the use of materials from original sources.
Students will adapt their written communications to purpose and audience.
Students will analyze and draw informed inferences from written texts.

Appropriate Methods/Measures

Courses that contribute to Communication in Writing

Course ID	Course Name	Class Size
ENGL 1101	English Composition I	Large

Who assesses student performance?

All assessments are conducted by faculty in the Writing and Communication Program.

Measures

Direct and indirect assessment evidence will be collected based on the following plan:

Direct Assessment

Direct evidence will be collected based on the following plan: Selected faculty from the WCP program will conduct a rubric-based reading of 50 essays from across the program in May 2026. As in the 2024 study, student performance will be assessed by four experienced instructors in the WCP.

Each instructor will submit the third and 15th essay from their class to the program administrator who will remove student names and add a identifying code. WCP leadership will use these essays in a single day assessment in which readers will be normed to the rubric (which accompanies this document). Each essay will be read twice. If the two scores nave more than one achievement level difference, the essay will go to a third reader. Scores and the evaluation key will be provided to the Office of Academic Effectiveness.

This direct assessment will adapt the tool used in the prior assessment (2024) to the new and the new IMPACT learning outcomes. That is, the assessed traits on the assessment rubric have been aligned with the IMPACTS SLOs:

- SLO: Students will communicate effectively in writing, demonstrating clear organization and structure, using appropriate grammar and writing conventions.
    - Traits: argument, conventions
- SLO: Students will appropriately acknowledge the use of materials from original sources.
    - Trait: Evidence
- SLO: Students will adapt their written communications to purpose and audience.
    - Trait: Argument
- SLO: Students will analyze and draw informed inferences from written texts.
    - Trait: Evidence

Essay Trait	**0 Beginning /Basic**	**1 Developing**	**2 Competent**	**3 Mature / Exemplary**
Reflection *How well does the essay reflect on how the course has contributed to growth as a thoughtful communicator?*	Little discussion of strengths or grow in the essay, no discussion of personal process	Insights into reflection are not specific; some discussion of the significance of work in courses.	Names specific insights gained,	Connects specific insights to artifacts and/or other activity in the course
Argument *How well does the articulate an argument about growth as a thoughtful communicator?*	Makes no argument and/or vague to the point of meaningless, or inappropriate to the assignment	Makes a simplistic or implicit argument or multiple arguments that have no connection to each other; gestures towards an argument but does not fully develop it.	Makes an explicit and straightforward argument that does not oversimply the thesis/focus and that explores at least one facet in some depth.	Makes a complex, unified argument that clearly articulates a position or stance and explores on or more facets in some depth.

Evidence *How well does the essay use support through the argument about growth as a communicator?*	Little or no attempt to make use of evidence (quotation, illustration, etc.) and/or evidence used seems to support few or no assertions.	Attempts to make use of multiple items of evidence in support of assertions but the attempt is incomplete and/or only some assertions are backed with evidence	Makes use of multiple items of evidence to support and/or complicate assertions. Most assertations are evidenced; some connections between assertion and evidence may be unclear.	Makes precise use of evidence to support and complicate assertions throughout the essay. All major assertions are clearly supported.
Conventions *Do convention choices support meaning? Is meaning obscured by grammatical error?*	Omits some important features; patterns of grammatical inconsistencies that distract from the argument; uses features that do not support the argument (ex: ineffective images, font effect)	Uses features that support the argument but some match imprecisely with content; includes minor errors or inconsistencies and some errors that obscure meaning.	Promotes engagement and supports the argument; few with appropriate and integrated few errors that obscure meaning.	Persuasive with few grammatical errors that do not impede meaning and sophisticated us of images and font.

Indirect Assessment

A student survey using a 4-point scale from Strongly Agree to Strongly Disagree will be implemented to gather students' views on this learning outcome.

I am confident in my ability:

1. to communicate clearly in writing.
2. to structure and organize a given writing task.
3. to use appropriate grammar and writing conventions.
4. to appropriately incorporate materials from external sources.
5. to adapt my writing to different purposes (ex: inform, persuade) and audiences.
6. to identify key information in a given text.

Acceptable Target

Georgia Tech General Education Assessment Plan

Assessment Measures	Measure Type	Acceptable Target for Performance
Rubric Applied to Students essays in the following courses: ENGL 1101: English Composition I	Direct	80% of students are at developing or above.
Survey	Indirect	Since this is the initial implementation of the survey, the results will serve as baseline data.

Technology, Mathematics & Sciences

Students will use the scientific method and laboratory procedures or mathematical and computational methods to analyze data, solve problems, and explain natural phenomena.

Appropriate Methods/Measures

Courses that contribute to Technology, Mathematics & Sciences

Course ID	Course Name	Class Size
CHEM 1310	General Chemistry	Large
BIOS 1207L	Biological Principles Laboratory	Large
EAS 1600	Introduction to Environmental Science	Large
PHYS 2212	Introductory Physics II	Large
MATH 1554	Linear Algebra	Large
MATH 1711	Finite Mathematics	Large

Who assesses student performance?

Course instructors will assess and provide student performance data based on the timeline and identified projects, papers, or questions.

Measures

Direct and indirect assessment evidence will be collected based on the following plan:

Direct Assessment

- CHEM 1310 General Chemistry

  General Chemistry is a combined lecture-laboratory science course that explores the fundamental laws and theories of chemical reactions. To assess student's ability to obtain, analyze, interpret, and criticize qualitative observations, the student will prepare an abbreviated technical report for the experiment "Fundamentals of Chemistry, Precision, and Accuracy." They will be asked to respond to the following prompt: Making references to specific results and solubility rules; explain how students observations during the experiment are consistent with the solubility rules. To assess student's ability to obtain, analyze, interpret, and criticize quantitative measurements, the student will prepare an abbreviated technical report for the experiment "Exploring Gas Laws." They will be asked to respond to the following prompt: During the experiment, students measured the relationship between pressure (P) and volume (V) for air, with temperature and number of moles held constant. Report the relationship students found as an equation relating P and V and comment on the accuracy of students' data to the ideal gas model.

- BIOS 1207DL Biological Principles Laboratory

  The objective of BIOS 1207 Lab is to give students experience in how to carry out research in biology by designing an experiment, formulating a hypothesis, and then analyzing and interpreting data. Students will be asked to create and evaluate written lab reports and give research presentations. Faculty will score students labs assignments on a scale.

- EAS 1600 Introduction to Environmental Science
  Students will be asked to complete a lab report/lab project/quiz, and they should be able to design or implement quantitative information in a visual space

(i.e. graphs/plotting software) and communicate experimental findings from visualized data.

- PHYS 2212 Introductory Physics II
-

Students will respond to three questions:
Question 1 will assess students' ability to obtain experimental data. Students will be presented with diagrams of several experimental set-ups and asked which could be used to collect data related to a particular physical phenomenon. They will be asked which parameter should be controlled and which should be measured.

Question 2 will assess students' ability to analyze and interpret experimental data. Students will be presented with several graphs of experimental data, and asked which could be used to analyze data related to a particular physical phenomenon, and what physical property the graph displays.

Question 3 will assess students' ability to criticize qualitative observations and quantitative measurements. Students will be presented with a graph of experimental data, and asked how it has been affected by random and systematic errors.

Faculty will score the student responses on a scale.

- MATH 1554 Linear Algebra

Final exam/quiz question:
Students will demonstrate the ability, given a transition diagram or stochastic process word problem, to obtain a stochastic matrix which represents the transition diagram, determine whether the Markov Chain corresponding to a given initial state tends to a long-term steady state vector by analyzing the values in stochastic matrix, and then compute the steady state vector if it exists. The student will then interpret the information to predict the long-term distributions of the given population.

Faculty will score the student responses on a scale.

- MATH 1771 Finite Mathematics

Final exam/quiz question:
Students will demonstrate the ability, given a word problem relating a real life situation involving a business scenario or natural phenomenon and containing a table of data, to obtain a linear regression model for the data by analyzing the data points. The student will then use the linear regression model to analyze and interpret the information in order to predict the future value of the dependent variable and make a recommendation on a desirable course of action.

Faculty will score the student responses on a scale.

Indirect Assessment

NSSE 2023 and 2026 and Georgia Tech's Exit Survey data will be used as indirect assessment. The NSSE items related to this outcome are:
During the current school year, how often have you

- Analyzing numerical and statistical information

- Solving complex real-world problems
- Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)?
- Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)?
- Evaluated what others have concluded from numerical information?

The Exit Survey items related to this outcome follows:
Please rate your level of agreement (Strongly Agree to Strongly Disagree) with the following statements: My education at Georgia Tech contributed to the development of my Understanding of technology applications relevant to my field of study.

Please rate your level of agreement (Strongly Agree to Strongly Disagree) with the following statements: My education at Georgia Tech contributed to the development of my Ability to apply scientific methods of inquiry.

Please rate your level of agreement (Strongly Agree to Strongly Disagree) with the following statements: My education at Georgia Tech contributed to the development of my Ability to think critically and logically.

Please rate your level of agreement (Strongly Agree to Strongly Disagree) with the following statements: My education at Georgia Tech contributed to the development of my Ability to understand the role of my discipline in solving global problems.

Acceptable Target

Georgia Tech General Education Assessment Plan

Assessment Measures	Measure Type	Acceptable Target for Performance
Scoring guide applied to signature assignments in the selected courses	Direct	80% of students meets or exceeds expectation
Georgia Tech Exit Survey	Indirect	80% of students "Agree" or "Strongly Agree" that their Georgia Tech education contributed to their growth in select areas
NSSE Survey	Indirect	Compared to AAU & R1, Georgia Tech students' average is not significantly lower ($p < .05$) with an effect size at least 0.3

Social Sciences Outcome:

Students will effectively analyze the complexity of human behavior, and how historical, economics, political, social, or geographic relationships develop, persist, or change.

Appropriate Methods/Measures

Courses that contribute to the Social Sciences

Based on the enrollment and class type from the past five years. There are 10 courses selected:

Course ID	Course Name	Class Size
ECON 2100	Economic Analysis and Policy Problems	Large
INTA 2030	Ethics in International Affairs	Large
PSYC 1101	General Psychology	Large
PSYC 2210	Social Psychology	Large
SOC 1101	Introduction to Sociology	Large
PSYC 2230	Abnormal Psychology	Large
INTA 1110	Introduction to International Relations	Medium
PUBP 3030	Policy Analysis	Medium
POL 2101	State and Local Government	Small
ARCH 3135	City Literacy	Small

Who assesses student performance?

Course instructors will assess and provide student performance data based on the timeline and identified projects, papers, or questions.

Measures

Direct and indirect assessment evidence will be collected based on the following plan:

Direct Assessment

- ECON 2100 Economic Analysis & Policy Problems

  ECON 2100 is structured as an introductory economics course that exposes students to the foundational principles of both microeconomics and macroeconomics. The outcome is assessed based on two subsets of midterm/final exam questions. Questions were chosen such that students would not be required simply to recall the definition of a term or set of terms, but to synthesize and apply their understanding of the concepts themselves. The questions will be administered to ECON 2100 students on either midterm exams or final exams. The first subset of questions pertains to the following core microeconomic concepts: opportunity cost, price controls, elasticities, and externalities. The second subset pertains to the following core macroeconomic concepts: inflation, the role of money, economic forces and growth, and interest rates. The assessment criteria are as follows:

# correct answers out of 8 questions	Evaluation
7-8	Exceeds expectations
5-6	Meets expectations
3-4	Does not meet expectations – Needs improvement
2 or fewer	Does not meet expectations – Severely deficient

- INTA 2030 Ethics in International Affairs

  The overall objective of this course is to introduce students to issues of morality and ethical reasoning in international relations. The course looks at the importance of determining individual and collective conduct of foreign relations and examines the ethical nature of rules, structures, and patterns of behavior in the international system. In this context, acquiring knowledge of the complex interplay and even tensions among political morality and social, political, and economic forces, is critical in providing students with a solid understanding of why international state and non-state actors behave the way they do.

  The course learning outcome – ability of students to describe the social, political, and economic forces that influence social behavior – will be assessed in the context of the **final exam**, which is worth a maximum total score of 25 points. For this exam, students will have the option to choose between writing a research paper and taking a cumulative exam consisting of multiple-choice questions. The following assessment methods and instruments will be used for the two forms of final examination:

  1. Research paper. Students will discuss the topic selected with the instructor and will submit an outline and annotated bibliography in week twelve to ensure that the topic serves the learning outcome. To measure student success in achieving this learning outcome, the following scale will be used:
     a. 22.5-25 points: work reflects an excellent understanding of the social, political, and economic forces that influence social behavior;
     b. 20-22.4 points: work reflects a very good understanding of the social, political, and economic forces that influence social behavior;
     c. 17.5-19.9 points: work reflects a satisfactory understanding of the social, political, and economic forces that influence social behavior;
     d. 15-17.4 points: work reflects a marginally acceptable understanding of the social, political, and economic forces that influence social behavior;
     e. Below 15: work reflects an incomplete and unacceptable understanding of the social, political, and economic forces that influence social behavior;
  2. Cumulative multiple-choice exam. This exam will include 50 questions, two of which are listed below to illustrate their application and practical nature aiming to assess student understanding of the social, political, economic, and moral factors at play in decision making processes. The above grading scale will be used for this assignment, as well.

- PSYC 1101 General Psychology

  Concept paper:

  Students are asked to write Concept Papers throughout the course. The goal is to examine a psychology subfield of interest (e.g. social, personality, biopsychology) and summarize an area of research. Students are asked to comment on how social, personality, or biopsychology might influence themselves or someone else.
  The faculty score the paper on a scale.

- PSYC 2210 Social Psychology

Social psychology is defined as the scientific study of the thoughts, feelings, and behaviors of individuals in social situations. In the PSYC 2210 course, we discuss topics such as how others can persuade us to change our attitudes or behaviors. In PSYC 2210, students are asked to read empirical articles on topics such as persuasion, stereotype threat, and social loafing and are asked to submit an article critique and personal reflection. One assigned article is: "Knowing is half the battle: Teaching stereotype threat as a means of improving women's math performance" (Johns et al., 2005). This article supplements in-class discussion of stereotype threat (the risk of confirming negative stereotypes about an individuals' own group) and provides details about an intervention to weaken the impact of stereotype-related performance. We also discuss how stereotype threat can impact more than just performance, but also confidence and even concealment of one's true identity.

Empirical Article Critiques:

The article critiques must include a critical summary of the article and student personal reaction to the article. The article critiques must be typewritten and a minimum of 500 words. In addition to the summary and personal reaction, students must include two (2) thought-provoking questions from the readings that will be used to stimulate class discussion.
SECTION 1. Summary of Article: Students will describe the study and include the following information if applicable:

1. Problem/Purpose
2. Key Hypotheses
3. Sample
4. Measures & Procedure
5. Results/Conclusions
6. Practical Application

SECTION 2. Personal Reaction: In this section, students will provide a thoughtful reaction to multiple aspects of the article (describe reaction and reasoning).

SECTION 3. Discussion Questions: In this section, provide two questions that could be used to facilitate discussion.

Faculty will score the critiques on a scale.

- <u>SOC 1101 Introduction to Sociology</u>
  Graded activities in SOC 1101 include objective tests that allow students to demonstrate their ability to describe how social, political, and economic forces influence the behavior of individuals and larger social groups (e.g., families, organizations, nations).

  Therefore, to provide an assessment of the outcome, the professor will designate three questions on the final examination that will assess students' ability to describe:

  - How social forces influence the behavior of individuals or social groups;
  - How political forces influence the behavior of individuals or social groups; and
  - How economic forces influence the behavior of individuals or social groups.

Each student will receive a score of 0 – 3 on an index measuring the accuracy of their responses.
3: student had three correct answers, therefore, student showed sufficient ability to describe the social, political, and economic forces that influence social behavior.
2: student had two correct answers, therefore, student showed a partial ability to describe the social, political, and economic forces that influence social behavior.
1: student had one correct answer, therefore, student showed a minimal ability to describe the social, political, and economic forces that influence social behavior.
0: student had zero correct answers, therefore, student did not demonstrate an ability to describe the social, political, and economic forces that influence social behavior.

- PSYC 2230 Abnormal Psychology

  This course gives an overview of the field of Abnormal Psychology based on the contemporary biopsychosocial perspective and scientific research. The influence of social, political, and economic forces are inherent in considering "environmental" contributions to the interaction of the person and the environment. Case studies are presented in class and analyzed in biopsychosocial terms.

  The Discussion Leader assignment is worth 100 points. Students write an essay on the topic and respond to discussion questions. Students will

  - Read assigned textbook chapter
  - Locate an outside article related to the topic(s) covered in assigned textbook chapter.
  - Provide a citation and/or a link to students outside article.
  - Summarize students outside article.
  - Clearly explain the connection of students outside resource to the textbook reading.

  Pose a couple of interesting questions (2-3) related to students' article and the textbook chapter that will make classmates think about the topic.
  For each topic, if students are not assigned to be a Discussion Leader, then students are a Discussion Responder. Responders are required to make at least one post to one of the leader prompts for that chapter, which will be graded out of 10 points.
  A Discussion Responder's post needs to contribute something to the discussion or move it along in some way. If students agree or disagree, say why. If students give an example, say why it's relevant to the Discussion. Same if students ask a follow-up question, what's students' underlying concern? If students suggest an alternative, say why.
  Faculty will use rubric to score students' performance.

- POL 2101: State and Local Government

  In this course students gain a hands-on understanding of how the political process of state and local government operates in the United States. POL 2101 is based on problem-based learning principles to provide students the skills and confidence to use their problem-solving skills to address policy problems facing society today. Students have the opportunity to discuss their ideas with elected officials and develop strategies used in policy processes. The major tasks to achieve the course

goal are (1) creating a problem definition, (2) writing a policy paper, and (3) discussion of advocacy strategies. Brief assignments and a policy paper are used to assess progress.

Faculty will score the policy paper on a scale. By applying an appropriate scale, 80% of students are expected to achieve "Developing" or higher.

- PUBP 3030: Policy Analysis
- INTA 1110: Introduction to International Relations
- ARCH 3135: City Literacy

Indirect Assessment

NSSE 2023 and 2026 and Georgia Tech's Undergraduate Exit Survey data will be used as indirect assessment. The NSSE items related to this outcome are as follows:
How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

- Being an informed and active citizen.
- Learned something that changed the way you understand an issue or concept.
- Connected your learning to societal problems or issues.
- Attending events that address important social, economic, or political issues.

The Exit Survey items related to this outcome are as follows:
Please rate your level of agreement (Strongly Agree to Strongly Disagree) with the following statements: My education at Georgia Tech contributed to the development of my Ability to define complex problems using multiple perspectives.

Please rate your level of agreement (Strongly Agree to Strongly Disagree) with the following statements: My education at Georgia Tech contributed to the development of my Knowledge of how my actions as a professional impact society.

Acceptable Target

Georgia Tech General Education Assessment Plan

Assessment Measures	Measure Type	Acceptable Target for Performance
Scoring guide applied to signature assignments in the selected courses	Direct	80% of students meet or exceed expectation
Georgia Tech Exit Survey	Indirect	80% of students "Agree" or "Strongly Agree" that their Georgia Tech education contributed to their growth in select areas
NSSE Survey	Indirect	Compared to AAU & R1, Georgia Tech students' average is not significantly lower ($p < .05$) with an effect size at least 0.3

Analysis

The Office of Academic Effectiveness will collect and analyze the assessment data and create appropriate reports for distribution across stakeholders.

Actions and Follow-Up

At the course level, faculty members teaching in Gen Ed will be continuously assessing students and their attainment of the Gen Ed outcomes. This iterative process of teaching and assessment in the classroom includes pedagogical adjustments that focus on student success and learning.

Faculty and administrators will interpret assessment datan related to students' attainment of the Institute's Gen Ed outcomes. The General Education and Policy Subcommittee, serving under the Institute Undergraduate Curriculum Committee which is commissioned by the Faculty Senate with representation from all the colleges at Georgia Tech, will analyze and interpret the assessment results from direct and indirect measures and will make recommendations related to student learning and attainment. In addition, the Faculty Council on Accreditation charged by the Provost and the Institute Assessment Council charged by the Associate Provost for the Office of Academic Effectiveness will also study the trends and assessment information related to student learning and attainment of the Gen Ed learning outcomes and make recommendations related to student learning, as well as the assessment process. Assessment information may also inform opportunities for faculty development programs through the Center for Teaching and Learning of other Faculty Development initiatives related to good practices in teaching and learning.

To promote transparency and encourage the use of General Education assessment data, findings and results from the assessment of each learning outcome are made available on the Office of Academic Effectiveness website. The Office of Academic Effectiveness will also host a General Education Faculty Engagement Day, facilitated by the director of assessment whose work focuses on general education assessment. Faculty will be invited, including those whose course or department will be represented in the assessment plan. A robust and insightful dialogue on ways for learning improvement for each General Education Learning Outcome will be categorized into three pillars: (1) Instructional Changes, (2) Student Support Services, and (3) Assessment. The Improvement Action Report will be later shared with all General Education participating departments and the Subcommittee on General Education and Policy.

Ultimately, Georgia Tech seeks to ensure that its Gen Ed outcomes are adequately embedded throughout the Gen Ed courses. The emphasis of these Gen Ed outcomes will be well documented through our signature and selected assignments, and Georgia Tech's focus will clearly be on our number one value: Students are our top priority.

Conclusion

Georgia Tech Gen Ed plays a critical role in providing students with foundational knowledge and skills exposing students to multiple disciplines and ways of knowing in Communication, Mathematics, Computer Science, Natural Sciences, Social Sciences, and Humanities, Fine Arts, and Ethics. It is important that Georgia Tech implements a Gen Ed Assessment Plan

that provides information about how students experience Gen Ed and how they demonstrate their learning of the Gen Ed outcomes within a framework of transparency.

Appendix A

Key Personnel for Each Outcome

Institutional Priority

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	LING representative	
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Technology, Mathematics, and Sciences Outcome

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Social Sciences Outcome

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