

Assessment Plan, Data, and Analysis

Mission Statements & Goals

UNIVERSITY MISSION STATEMENT: East Central University's mission is to foster a learning environment in which students, faculty, staff, and community interact to educate students for life in a rapidly changing and culturally diverse society. Within its service area, East Central University provides leadership for economic development and cultural enhancement.

COLLEGE/SCHOOL NAME MISSION STATEMENT: Not Applicable

GENERAL EDUCATION (PROGRAM) MISSION STATEMENT: As part of liberal arts education that inducts students into an intellectual community in preparation for and enhancement to disciplinary majors, the General Education Program at East Central University provides students the integrated and thorough foundation needed to reflect critically on information to understand and acknowledge the diversity of life and cultures, to see the relationships among concepts, and to appreciate the interrelatedness of academic areas.

GENERAL EDUCATION GOAL(S): The goal of the General Education Program at East Central University is to provide a program of study in which students develop the skills necessary for entry into the major field of their choice. The four specific skill areas include: 1) communication skills (Students demonstrate the ability to communicate effectively in multiple contexts.), 2) intellectual skills (Students demonstrate the ability to comprehend and process concepts, to establish relationships within and among disciplines, and to interpret and evaluate information for knowledge), 3) information literacy skills (Students demonstrate the ability to find, evaluate, & use information effectively & appropriately for any given learning situation.), and 4) intercultural knowledge skills (Students demonstrate the ability to recognize the complexity of culture, their own as well as others, and see themselves as members of a global community.).

STUDENT LEARNING OUTCOME 1: COMMUNICATION: Students demonstrate the ability to communicate effectively in multiple contexts. (Rubric for SLO1 in Appendix)

Criterion 1.1: Organizational pattern is clearly and consistently observable, skillful and cohesive specific to the task or assignment.

Instrument/Measurement: General Education Rubric for Learning Outcome 1: first criterion

Population: Representative sample of students (10% randomly selected from each section) enrolled in the fall semester in the following courses: MIS 1903, KIN 2122, GEOG 1214, MATH 1513, COMM 1113, ENG 1113, MUS 2533

Standard: Mean of aggregate student scores will be 3 on a four-point scale (1-4).

Table:

Analysis:

1. Was your standard met/not met for the year?
2. Whether met or not met, tell how the students performed in relation to the standard (use the mean, range, and pass rate).
3. Discuss possible reasons for why students met or did not meet the standard this year.
4. Look at the 5 year data for trends and discuss those. Note if student scores seem to be increasing/decreasing with time and if so, reasons why.
5. Using this information, make data-driven decisions about your program – and add this information (only from #5) to Current Actions and/or Changes

Criterion 1.2: Language is appropriate to audience, skillfully communicates meaning with clarity and fluency, and is virtually error-free. Skillfully conforms to the conventions of written and spoken communication for the medium used.

Instrument/Measurement: General Education Rubric for Learning Outcome 1: second criterion

Population: Representative sample of students (10% randomly selected from each section) enrolled in the fall semester in the following courses: MIS 1903, KIN 2122, GEOG 1214, MATH 1513, COMM 1113, ENG 1113, MUS 2533

Standard: Mean of aggregate student scores will be 3 on a four-point scale (1-4).

Table:

Analysis:

Criterion 1.3: Format or delivery demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline, including presentation, formatting, and stylistic choices appropriate for the medium used.

Instrument/Measurement: General Education Rubric for Learning Outcome 1: third criterion

Population: Representative sample of students (10% randomly selected from each section) enrolled in the fall semester in the following courses: MIS 1903, KIN 2122, GEOG 1214, MATH 1513, COMM 1113, ENG 1113, MUS 2533

Standard: Mean of aggregate student scores will be 3 on a four-point scale (1-4).

Table:

Analysis:

Criterion 1.4: Sources and evidence skillfully demonstrates use of a variety of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline.

Instrument/Measurement: General Education Rubric for Learning Outcome 1: fourth criterion

Population: Representative sample of students (10% randomly selected from each section) enrolled in the fall semester in the following courses: MIS 1903, KIN 2122, GEOG 1214, MATH 1513, COMM 1113, ENG 1113, MUS 2533

Standard: Mean of aggregate student scores will be 3 on a four-point scale (1-4).

Table:

Analysis:

Criterion 1.5: Content is accurate, appropriate, and demonstrates a thorough understanding of the subject matter.

Instrument/Measurement: General Education Rubric for Learning Outcome 1: fifth criterion

Population: Representative sample of students (10% randomly selected from each section) enrolled in the fall semester in the following courses: MIS 1903, KIN 2122, GEOG 1214, MATH 1513, COMM 1113, ENG 1113, MUS 2533

Standard: Mean of aggregate student scores will be 3 on a four-point scale (1-4).

Table:

Analysis:

STUDENT LEARNING OUTCOME 2: INTELLECTUAL SKILLS: Students demonstrate the ability to comprehend and process concepts, to establish relationships within and among disciplines, and to interpret and evaluate information for knowledge. (Rubric for SLO2 in Appendix)

Criterion 2.1: Comprehending Concepts: Concept to be considered critically is stated clearly and described comprehensively to demonstrate a deep understanding of the concept

Instrument/Measurement: General Education Rubric for Learning Outcome 2: first criterion

Population: Representative sample of students (10% randomly selected from each section) enrolled in the spring semester in the following courses: FIN 1113, KIN 2122, BIOL 1114, HIST 2483, HIST 2493, HUM 2633

Standard: Mean of aggregate student scores will be 3 on a four-point scale (1-4).

Table:

Analysis:

Criterion 2.2: Establishing Relationships: Systematically considers, combines, and converts multiple forms of information and/or viewpoints to form one or more potential solutions

Instrument/Measurement: General Education Rubric for Learning Outcome 2: second criterion

Population: Representative sample of students (10% randomly selected from each section) enrolled in the spring semester in the following courses: FIN 1113, KIN 2122, BIOL 1114, HIST 2483, HIST 2493, HUM 2633

Standard: Mean of aggregate student scores will be 3 on a four-point scale (1-4).

Table:

Analysis:

Criterion 2.3: Implementing Solution(s): Implements solution(s) in a clear and concise way that thoroughly and deeply addresses multiple contextual factors of the problem

Instrument/Measurement: General Education Rubric for Learning Outcome 2: third criterion

Population: Representative sample of students (10% randomly selected from each section) enrolled in the spring semester in the following courses: FIN 1113, KIN 2122, BIOL 1114, HIST 2483, HIST 2493, HUM 2633

Standard: Mean of aggregate student scores will be 3 on a four-point scale (1-4).

Table:

Analysis:

Criterion 2.4: Interpreting Information: Conclusions, related consequences and implications are logical and supported by relevant evidence

Instrument/Measurement: General Education Rubric for Learning Outcome 2: fourth criterion

Population: Representative sample of students (10% randomly selected from each section) enrolled in the spring semester in the following courses: FIN 1113, KIN 2122, BIOL 1114, HIST 2483, HIST 2493, HUM 2633

Standard: Mean of aggregate student scores will be 3 on a four-point scale (1-4).

Table:

Analysis:

Criterion 2.5: Evaluating Information: Evaluation is thorough and informed, and includes relevant evidence with perspectives discussed in priority order

Instrument/Measurement: General Education Rubric for Learning Outcome 2: fifth criterion

Population: Representative sample of students (10% randomly selected from each section) enrolled in the spring semester in the following courses: FIN 1113, KIN 2122, BIOL 1114, HIST 2483, HIST 2493, HUM 2633

Standard: Mean of aggregate student scores will be 3 on a four-point scale (1-4).

Table:

Analysis:

STUDENT LEARNING OUTCOME 3: INFORMATION LITERACY: Students demonstrate the ability to find, evaluate, & use information effectively & appropriately for any given learning situation. (Rubric for SLO3 in Appendix)

Criterion 3.1: Breadth and Depth of Information: Sources and evidence skillfully demonstrates use of a variety of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline.

Instrument/Measurement: General Education Rubric for Learning Outcome 3: first criterion

Population: Representative sample of students (10% randomly selected from each section) enrolled in the fall semester in the following courses: ECON 2003, PSYCH 1113, CMPSC 1315, PS 1113, and ENG 1213 (collected in the spring semester)

Standard: Mean of aggregate student scores will be 3 on a four-point scale (1-4).

Table:

Analysis:

Criterion 3.2: Access of Information: Accesses information using effective, well-designed search strategies and most appropriate information sources.

Instrument/Measurement: General Education Rubric for Learning Outcome 3: second criterion

Population: Representative sample of students (10% randomly selected from each section) enrolled in the fall semester in the following courses: ECON 2003, PSYCH 1113, CMPSC 1315, PS 1113, and ENG 1213 (collected in the spring semester)

Standard: Mean of aggregate student scores will be 3 on a four-point scale (1-4).

Table:

Analysis:

Criterion 3.3: Evaluation of Information and its Sources: Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.

Instrument/Measurement: General Education Rubric for Learning Outcome 3: third criterion

Population: Representative sample of students (10% randomly selected from each section) enrolled in the fall semester in the following courses: ECON 2003, PSYCH 1113, CMPSC 1315, PS 1113, and ENG 1213 (collected in the spring semester)

Standard: Mean of aggregate student scores will be 3 on a four-point scale (1-4).

Table:

Analysis:

Criterion 3.4: Use of Information: Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth

Instrument/Measurement: General Education Rubric for Learning Outcome 3: fourth criterion

Population: Representative sample of students (10% randomly selected from each section) enrolled in the fall semester in the following courses: ECON 2003, PSYCH 1113, CMPSC 1315, PS 1113, and ENG 1213 (collected in the spring semester)

Standard: Mean of aggregate student scores will be 3 on a four-point scale (1-4).

Table:

Analysis:

Criterion 3.5: Ethical and Legal Use of Information: Students use correctly all of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.

Instrument/Measurement: General Education Rubric for Learning Outcome 3: fifth criterion

Population: Representative sample of students (10% randomly selected from each section) enrolled in the fall semester in the following courses: ECON 2003, PSYCH 1113, CMPSC 1315, PS 1113, and ENG 1213 (collected in the spring semester)

Standard: Mean of aggregate student scores will be 3 on a four-point scale (1-4).

Table:

Analysis:

STUDENT LEARNING OUTCOME 4: INTERCULTURAL KNOWLEDGE: Students demonstrate the ability to recognize the complexity of culture, their own as well as others, and see themselves as members of a global community. (Rubric for SLO4 in Appendix)

Criterion 4.1: Knowledge of cultural attitudes, values and beliefs is clearly and skillfully demonstrated and specific to the task or assignment.

Instrument/Measurement: General Education Rubric for Learning Outcome 4: first criterion

Population: Representative sample of students (10% randomly selected from each section) enrolled in the spring semester in the following courses: ECON 2003, PSYCH 1113, GEOG 2513, ASLHR 2613, HIST 113, HUM 2323, SOC 1113

Standard: Mean of aggregate student scores will be 3 on a four-point scale (1-4).

Table:

Analysis:

Criterion 4.2: Knowledge of cultural perspectives and their impact on society is clearly and skillfully demonstrated and specific to the task or assignment.

Instrument/Measurement: General Education Rubric for Learning Outcome 4: second criterion

Population: Representative sample of students (10% randomly selected from each section) enrolled in the spring semester in the following courses: ECON 2003, PSYCH 1113, GEOG 2513, ASLHR 2613, HIST 113, HUM 2323, SOC 1113

Standard: Mean of aggregate student scores will be 3 on a four-point scale (1-4).

Table:

Analysis:

Criterion 4.3: Knowledge of historical events and their impact upon cultural relations is clearly and skillfully demonstrated and specific to the task or assignment.

Instrument/Measurement: General Education Rubric for Learning Outcome 4: third criterion

Population: Representative sample of students (10% randomly selected from each section) enrolled in the spring semester in the following courses: ECON 2003, PSYCH 1113, GEOG 2513, ASLHR 2613, HIST 113, HUM 2323, SOC 1113

Standard: Mean of aggregate student scores will be 3 on a four-point scale (1-4).

Table:

Analysis:

Criterion 4.4: Knowledge of power differentials between various cultures is clearly and skillfully demonstrated and specific to the task or assignment.

Instrument/Measurement: General Education Rubric for Learning Outcome 4: fourth criterion

Population: Representative sample of students (10% randomly selected from each section) enrolled in the spring semester in the following courses: ECON 2003, PSYCH 1113, GEOG 2513, ASLHR 2613, HIST 113, HUM 2323, SOC 1113

Standard: Mean of aggregate student scores will be 3 on a four-point scale (1-4).

Table:

Analysis:

Criterion 4.5: Knowledge of stereotypes and their impact is clearly and skillfully demonstrated and specific to the task or assignment.

Instrument/Measurement: General Education Rubric for Learning Outcome 4: fifth criterion

Population: Representative sample of students (10% randomly selected from each section) enrolled in the spring semester in the following courses: ECON 2003, PSYCH 1113, GEOG 2513, ASLHR 2613, HIST 113, HUM 2323, SOC 1113

Standard: Mean of aggregate student scores will be 3 on a four-point scale (1-4).

Table:

Analysis:

Summary Table of Student Learning Outcomes/Criteria			
Student Learning Outcomes	Criteria	Met	Not Met
SLO1: Students demonstrate the ability to communicate effectively in multiple contexts.	1.1: Organization		
	1.2: Language		
	1.3 Format or Delivery		
	1.4 Sources and Evidence		
	1.5 Content		
SLO2: Students demonstrate the ability to comprehend and process concepts, to establish relationships within and among disciplines, and to interpret and evaluate information for knowledge	2.1: Comprehending Concepts		
	2.2: Establishing Relationships		
	2.3 Implementing Solution(s)		
	2.4 Interpreting Information		
	2.5 Evaluating Information		
SLO3: Students demonstrate the ability to find, evaluate, & use information effectively & appropriately for any given learning situation.	3.1: Breadth and Depth of Information		
	3.2: Access of Information		
	3.3 Evaluation of Information and its Sources		
	3.4 Use of Information		
	3.5 Ethical and Legal Use of Information		
SLO4: Students demonstrate the ability to recognize the complexity of culture, their own as well as others, and see themselves as members of a global community.	4.1 Cultural attitudes, values, and beliefs		
	4.2 Cultural perspectives and their impact on society		
	4.3 Historical events and their impact upon cultural relations		
	4.4 Power differentials between various cultures		
	4.5 Stereotypes and their impact		

Student Information for this Academic Year	
Total, <i>unduplicated</i> number of students assessed this academic year	
Program census for Fall	
Program census for Spring	
Total number of Summer/Fall Program graduates	N/A
Total number of Spring graduates	N/A
Mean major GPA of Summer/Fall graduates	N/A
Mean major GPA of Spring graduates	N/A

Faculty Meeting: Meeting date(s) and a roster of those in attendance.

Sharing with Stakeholders:

1. Stakeholders for this Program include:
2. Current program assessment reports will be made available on the website of the Office of Institutional Effectiveness: <https://www.ecok.edu/academic-affairs-programs/institutional-effectiveness>

Summary of Actions Related to Assessment Data

See glossary of terms for complete explanation of each section.

CURRENT ACTIONS AND/OR CHANGES

SUMMARY OF LATEST UAC REVIEW & STATUS UPDATE

SUMMARY OF LAST 5 YEARS' ACTIONS/CHANGES & UPDATE

Academic Year	Current Actions/Changes	Latest Reviews

APPENDIX

Learning Outcome 1: Communication Rubric					
Students demonstrate the ability to communicate effectively in multiple contexts.					
	4	3	2	1	NA
Organization	Organizational pattern is clearly and consistently observable, skillful and cohesive specific to the task or assignment.	Organizational pattern is clearly and consistently observable.	Organizational pattern is intermittently observable.	Organizational pattern is not observable.	
Language	Language is appropriate to audience, skillfully communicates meaning with clarity and fluency, and is virtually error-free. Skillfully conforms to the conventions of written and spoken communication for the medium used.	Language is appropriate to audience, straightforward, generally conveys meaning, and has few errors. Generally conforms to the conventions of written and spoken communication for the medium used.	Language is appropriate to audience, and generally conveys meaning with clarity, although may include some errors. Attempts to conform to the conventions of written and spoken communication for the medium used.	Language is not appropriate to audience, and sometimes impedes meaning because of errors in usage. Does not conform to the conventions of written and spoken communication for the medium used.	
Format or Delivery	Format or delivery demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline, including presentation, formatting, and stylistic choices appropriate for the medium used.	Format or delivery demonstrates consistent use of important conventions particular to a specific discipline, including presentation, and stylistic choices appropriate for the medium used.	Format or delivery follows expectations appropriate to a specific discipline for basic presentation appropriate for the medium used.	Format or delivery does not use a consistent system for basic presentation appropriate for the medium used.	
Sources and Evidence <small>Explanations, examples, illustrations, statistics, analogies, and quotations from relevant authorities.</small>	Sources and evidence skillfully demonstrates use of a variety of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline.	Sources and evidence demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline.	Sources and evidence demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline.	Sources and evidence does not demonstrate an attempt to use sources to support ideas.	
Content	Content is accurate, appropriate, and demonstrates a thorough understanding of the subject matter.	Content is accurate, appropriate, and demonstrates an evident understanding of the subject matter.	Content is partially accurate, partially appropriate, and/or demonstrates a partial understanding of the subject matter.	Content is inaccurate, inappropriate, or does not demonstrate an understanding of the subject matter.	

Learning Outcome 2: Intellectual Skills					
Students demonstrate the ability to comprehend and process concepts, to establish relationships within and among disciplines, and to interpret and evaluate information for knowledge					
	4	3	2	1	NA
Comprehending Concepts	Concept to be considered critically is stated clearly and described comprehensively to demonstrate a deep understanding of the concept	Concept to be considered critically is stated, described and clarified to demonstrate an understanding of the concept	Concept to be considered critically is stated but not described or clarified	Concept to be considered critically is neither stated, described nor clarified	
Establishing Relationships	Systematically considers, combines, and converts multiple forms of information and/or viewpoints to form one or more potential solutions	Considers and combines multiple forms of information and/or viewpoints to form one or more potential solutions	Considers multiple forms of information (relevant and non-relevant) to form a potential solution	Does not combine information to form a potential solution	
Implementing Solution(s)	Implements solution(s) in a clear and concise way that thoroughly and deeply addresses multiple contextual factors of the problem	Implements solution(s) in a clear and concise way that addresses multiple contextual factors of the problem	Implements solution(s) that address an aspect of the problem	Does not implement a solution that addresses any aspect of the problem	
Interpreting Information	Conclusions, related consequences and implications are logical and supported by relevant evidence	Conclusions, related consequences and implications are logical and supported by evidence	Conclusions, related consequences and implications contain gaps in logic	Does not provide logical conclusions	
Evaluating Information	Evaluation is thorough and informed, and includes relevant evidence with perspectives discussed in priority order	Evaluation is thorough and includes relevant evidence with perspectives discussed	Evaluation includes relevant and non-relevant evidence with a single perspective discussed	Evaluation does not include evidence	

Learning Outcome 3: Information Literacy Rubric					
Students demonstrate the ability to find, evaluate, & use information effectively & appropriately for any given learning situation.					
	4	3	2	1	NA
Breadth and Depth of Information	Sources and evidence skillfully demonstrates use of a variety of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline.	Sources and evidence demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline.	Sources and evidence demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline.	Sources and evidence does not demonstrate an attempt to use sources to support ideas.	
Access of Information	Accesses information using effective, well-designed search strategies and most appropriate information sources.	Accesses information using variety of search strategies and some relevant information sources. Demonstrates ability to refine search.	Accesses information using simple search strategies, retrieves information from limited and similar sources.	Accesses information randomly, retrieves information that lacks relevance and quality.	
Evaluation of Information and its Sources	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.	
Use of Information	Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth	Communicates, organizes and synthesizes information from sources. Intended purpose is achieved.	Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.	Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved.	
Ethical and Legal Use of Information	Students use correctly all of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly three of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly two of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly one of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	

Learning Outcome 4: Intercultural Knowledge					
Students demonstrate the ability to recognize the complexity of culture, their own as well as others, and see themselves as members of a global community.					
	4	3	2	1	NA
Cultural attitudes, values, and beliefs.	Knowledge of cultural attitudes, values and beliefs is clearly and skillfully demonstrated and specific to the task or assignment.	Knowledge of cultural attitudes, values and beliefs is demonstrated and specific to the task or assignment.	Knowledge of cultural attitudes, values and beliefs is demonstrated.	Does not demonstrate knowledge of cultural attitudes, values, and beliefs.	
Cultural perspectives and their impact on society	Knowledge of cultural perspectives and their impact on society is clearly and skillfully demonstrated and specific to the task or assignment.	Knowledge of cultural perspectives and their impact on society is demonstrated and specific to the task or assignment.	Knowledge of cultural perspectives and their impact on society is demonstrated.	Does not demonstrate knowledge of cultural perspectives and their impact on society	
Historical events and their impact upon cultural relations.	Knowledge of historical events and their impact upon cultural relations is clearly and skillfully demonstrated and specific to the task or assignment.	Knowledge of historical events and their impact upon cultural relations is demonstrated and specific to the task or assignment.	Knowledge of historical events and their impact upon cultural relations is demonstrated.	Does not demonstrate knowledge of historical events and their impact upon cultural relations.	
Power differentials between various cultures.	Knowledge of power differentials between various cultures is clearly and skillfully demonstrated and specific to the task or assignment.	Knowledge of power differentials between various cultures is demonstrated and specific to the task or assignment.	Knowledge of power differentials between various cultures is demonstrated.	Does not demonstrate knowledge of power differentials between various cultures.	
Stereotypes and their impact.	Knowledge of stereotypes and their impact is clearly and skillfully demonstrated and specific to the task or assignment.	Knowledge of stereotypes and their impact is demonstrated and specific to the task or assignment.	Knowledge of stereotypes and their impact is demonstrated.	Does not demonstrate knowledge of stereotypes and their impact.	