

UNIVERSITY OF NEBRASKA AT KEARNEY

GENERAL STUDIES

ACADEMIC PROGRAM REVIEW

SELF-STUDY

MARCH 2007

**Prepared by
Dr. Daren Snider
Director of General Studies
Associate Professor**

**In Consultation with
General Studies Council**

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ACADEMIC PROGRAM REVIEW
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MARCH 19-20, 2007

Members of Academic Program Review

External Reviewer:	Dr. Paul Gaston, Provost Kent State University
College of Business & Technology:	Tim Burkink Steve Hall
College of Education:	Marlene Kuskie Neil Schnoor
College of Fine Arts & Humanities:	Gary Schaaf Lee Snyder
College of Natural & Social Sciences:	Suzanne Maughan Janet Steele
Library:	Trudy de Goede
Student Representative:	Takeshi Morisato

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ABBREVIATIONS

APR	Academic Program Review
BT	College of Business and Technology
ED	College of Education
FAH	College of Fine Arts and Humanities
GS	General Studies
NSS	College of Natural and Social Sciences
SVC	Senior Vice Chancellor of Academic Affairs and Student Life (provost)
UNK	University of Nebraska at Kearney

I. INTRODUCTION

This document is a reference and synopsis for use by the review team of the academic program review (APR) of the General Studies (GS) program at the University of Nebraska at Kearney (UNK), March 19-20, 2007. The self-study was compiled from data and information provided by the offices of GS, Registrar, Assessment, and the Division of Continuing Education.

A. Program Mission and Objectives

The GS program at UNK is designed to develop critical intellectual skills and to provide broad knowledge of diverse academic disciplines. The liberally educated person, free to explore knowledge and wisdom from a broad perspective of human culture and experience, is able to think independently, to question, to analyze, to interpret, and to judge. To achieve these goals, the program encourages students to inquire into the disciplines of the humanities, fine arts, the natural sciences, and social and behavioral sciences. The program encourages students to become aware of the relationships that exist among the disciplines, and to understand how to apply the knowledge gained to personal development and to contemporary problems in the world.

The GS program is designed to develop and help students demonstrate competence in the following overall objectives:

1. the ability to locate and gather information;
2. the capability for critical thinking, reasoning and analyzing;
3. communication skills including the ability to read, speak and write effectively, using the materials, ideas, and discourse modes of specific academic areas;
4. an understanding of the experiences and values of groups and cultures which have been historically under-represented.

In addition to the four general objectives of GS, each of the eight categories or “perspectives” also has a set of Perspective Objectives (see appendix J).

B. Need and Demand for the Program

This academic program review proceeds with the conviction that the program is essential in the educational preparation of undergraduate students in all four colleges. All students earning an undergraduate degree from UNK must demonstrate having met the requirements of the GS program. This can be done by taking the courses at UNK or through a combination of UNK and transfer courses in GS. Further, UNK has agreements with several community colleges that allow students to complete all GS requirements at those institutions and transfer with the UNK GS requirements satisfied.

The program’s university wide nature is a key feature of GS. The program is designed to fit the needs of students across all four colleges: College of Business and Technology (BT), College of Education (ED), College of Fine Arts and Humanities (FAH), and the College of Natural and Social Sciences (NSS). Most courses (approximately 85%) in the GS program are delivered by FAH and NSS.

(For information about enrollment in General Studies courses, see Appendix A.)

C. Long and Short Range Goals

Short-range goals for the GS program center largely on assessment of the program as it relates to university accreditation. In spring 2004, UNK underwent the accreditation process mandated by the North Central Association of Colleges and Schools. The accreditation report was positive and the accreditation process was successful for UNK. Nevertheless, the university was scheduled to receive a focused visit in spring 2008 to review the university's development of a strategy and implementation of assessment practices for GS, for writing intensive and culturally diverse courses (which were previously the purview of GS), and for distance education. Prior to the 2004 visit by NCA, there had been very little assessment of learning outcomes in the GS program. For that reason, assessment of GS has been an institutional priority at UNK since that time.

In the two years after the initial accreditation visit, the GS Council and office of Assessment created and implemented an assessment strategy that is ongoing and anticipated to be satisfactory for the focused visit. This has required considerable effort and time for Council members and the GS director. Hence, many of the day-to-day operations of GS relate to assessment. Some 26 departments and programs were trained in GS assessment in order to submit annual plans and reports, all of which are reviewed by the GS program staff (director and one graduate assistant).

The major long range goal for the GS Council is to see a renewal of the GS curriculum. There is currently a faculty Roundtable organized by the Faculty Senate, whose aim is to propose a new curriculum for GS. (The Roundtable history and process is described more fully in section IV.A.) After the work of the Roundtables is finished and a proposed curriculum is presented to the GS Council for development, the Council will be responsible for developing and reworking the proposal, determining the appropriateness of each component, setting objectives for the proposed program, overseeing the creation of related courses, and designing the strategy and means for assessment. This will be an extensive and ongoing task, which the GS Council has already commenced.

Further long rang goals include increasing the outreach and education mission of the GS Council such that faculty and students understand the rationale and need for the program. To this end, the web presence will continue to be strengthened to access students more directly to impart the importance of the GS program for their education. This may occur through interactive multimedia tutorials for new students, which are currently in the conceptual phase of planning. In addition to informing students about the importance of GS, the Council will also seek to help faculty understand the objectives, standards and assessment strategies of GS. This will take place through a number of means, including faculty advisor training, website resources and one-on-one consultation with faculty members.

II. ADMINISTRATION AND RESOURCES

A. Administration

The GS program is administered by the GS Council, an administrative body that reports through its chair to the Senior Vice Chancellor of Academic Affairs and Student Life (SVC). The GS Council consists of the following voting members: thirteen tenured faculty members, three from different departments in each of the four undergraduate colleges and one representing the Library. These 13 voting members are nominated by their respective college or Library, and appointed by the SVC to a three year term. The SVC further appoints two undergraduate students as non-voting members for a one-year term each. These are nominated by the Student Senate. Non-voting *ex officio* members are the Director of GS (chair), the Registrar, the Director of Assessment, the Director of Academic Advising, and the Faculty Assistant to the SVC.

B. Policies and Practices

The GS Council meets monthly during the academic year and sets policies and practices for the GS program according to its Governance Document (see Appendix B). The Governance Document was revised (from the former document dating to 1992) and approved by the Council and the SVC in February 2007. The Governance Document is conceived to maintain the academic integrity of the overall GS program: its philosophy and mission, objectives, requirements, courses and assessment practices.

Agendas and minutes of the monthly meetings are distributed by email to all of faculty and staff to insure fully transparent practices. Anyone who has an issue to bring to the GS Council submits it through the director or a member of the Council. The director then puts the item on the agenda for the next meeting. Faculty members not on the Council who are making a proposal about the GS program are invited to be present at the meeting in which the proposal will be discussed. The person and others have an opportunity to speak in favor or against the proposal, after which the Council deliberates in private. Members of the Council frequently bring information and opinions from faculty constituents to the Council meeting, where they are discussed openly. In this way, collegial cooperation and transparency are maintained.

The GS Council also includes two undergraduate students, nominated by the Student Senate and appointed by the SVC. They are non-voting members of the Council, and are invited to attend each meeting and express their views freely. Their service ensures that the student voice is heard. In addition to serving the interests of the general student body, the GS Council also addresses the needs of individual students. A student may petition to have an alteration in the GS requirements to meet an unusual circumstance. The director of GS considers the merit of the petition, seeking advice from the GS Council and the office of the Registrar, and then makes a decision in the case. (A student may petition to the SVC if there is not satisfaction with the decision of the GS director.)

C. Involvement of Constituencies in Decision Making

Proposed changes to the GS program can be initiated by a department, one of the four colleges, the Faculty Senate, the SVC, or the GS Council itself. Faculty have input through the faculty representative on the Council from the colleges, as well as through the Faculty Senate. Changes to the mission, objectives, categories, courses, or number of required hours are the purview of the

GS Council, subject to final approval by the SVC. Fundamental changes to the complete GS program are currently under consideration by a Roundtable of the Faculty Senate and by the GS Council. Such a sweeping change in the nature of the program requires extensive faculty input and approvals (see Appendix B section VIII, and Appendix C), including a ratifying vote by all faculty and final approval by the SVC.

D. Faculty

Most GS courses are delivered by faculty in two colleges: FAH and NSS. The colleges of BT and ED offer 11 and 4 courses in the GS program, respectively. There is no mechanism for designating specific instructors as members of a distinct GS faculty, other than individual departments assigning them to teach GS courses. Some 309 full time faculty teach at UNK. Of these, 57% are tenured, 21% are tenure track and 22% are non-tenure track. This represents a stable, highly qualified faculty delivering GS courses at UNK.

Full-time Faculty by college and status – Fall 2006				
College	Tenured	Tenure Track	Non-Tenure Track	Total
Business & Technology	36	10	14	60
Education	32	12	18	62
Fine Arts & Humanities	42	20	21	83
Natural & Social Sciences	58	23	14	95
Library	7	--	2	9
Total	175	65	69	309
Percent	57%	21%	22%	

E. Budget

The budget for the GS program covers the cost of one permanent full time administrative support person, whose services are shared with the Office of Assessment and with four other academic programs. The budget also covers one graduate assistant whose services are shared with the Office of Assessment. The total non-personnel operating budget is \$3,500 for the fiscal year, which must cover office expenses, publications, and travel to conferences relating to general education. For fiscal year 2007 only, an additional \$6,000 was added by the SVC to allow members of the GS Council to attend conferences on assessment and on general studies renewal. The regular budget may best be described as being adequate to provide office materials, phone, and travel to one professional conference. However, it is in no way sufficient to pay for ongoing printing of brochures, bookmarks or other similar print materials that are conceived to become part of the outreach and education effort to students and faculty about the GS program.

III. EFFECTIVENESS

A. Program Requirements

The GS program was designed to be an integrated set of component parts that educate and empower the student rather than isolated fragments that might be viewed as obstacles to be overcome in obtaining a degree. In this sense, each of the eight categories of the program is described and assessed here in terms of its “fit” within the category (see Appendix D).

GS Categories – Summary Description

1. English Language

The three required courses in this category (6 hours in English composition, 3 hours in Speech) are considered as meeting basic skills expectations in written and oral communication. Students are expected to become proficient in speaking, reading, and writing the English language. This includes understanding the relationship between form and content in the language. This category also emphasizes speaking and listening skills. Basic competencies should also include the ability to reason and to reach sound conclusions. The expectation is that students will be able to distinguish fact from judgment and knowledge from belief.

2. Foreign Language

There is no foreign language requirement in GS. However, students may count up to 3 hours of 200-level courses in foreign language toward the 45-hour requirement in GS. Further, students who complete English composition I (ENG 101) with a grade of “A” or “B” may substitute a 200-level GS foreign language course to fulfill the English composition II (ENG 102) requirement. This category is intended to help students become able to communicate in another language, to understand a culture other than their own, and to draw conclusions about the comparative strengths and weaknesses inherent in their native culture.

3. Humanities

A minimum of 9 hours are required from three separate perspectives within Humanities. Each of the following perspectives requires 3 hours: literary (9 course offerings); aesthetic (7 courses); and historical (6 courses). No hours are required from the philosophical perspective (5 courses). This category is intended to help students comprehend primary texts and works of art, to articulate coherent positions on issues relevant to those works, to use appropriate forms of reference and discourse from the humanities, and to see a primary text or work as both a cultural description and an individual creation.

4. Mathematics, Statistics, and Computer Science

A minimum of 3 hours of Math or Statistics at or above the level of College Algebra (MATH 102) are required. No hours are required from Computer Science, although students may take up to 3 hours (from 3 course offerings) from Computer Science to count toward the 45 hours of GS. Students are expected to demonstrate quantitative skills such as the ability to manipulate algebraic quantities; make use of dimension, scale, and measurement; estimate sensibly; and describe data meaningfully. Further, students are expected to apply these skills to problems from real situations. Ultimately, students should possess basic skills for discriminating useful data from insufficient, contradictory, or irrelevant information.

5. Natural Sciences

A minimum of 7 hours (2 courses, one with lab) are required from two departments in this category. Four departments offer these courses: Biology (7 courses); Chemistry (4 courses); Geography and Earth Sciences (5 courses); and Physics and Physical Science (9 courses).

This category is intended to give students an understanding of basic principles and concepts of the life sciences, including their historical development. Students are expected to gain an understanding of the universe and selected systems that comprise it. Students learn the nature of scientific inquiry, including its underlying assumptions and limitations.

6. Social and Behavioral Sciences

A minimum of 9 hours (3 courses) are required from 3 separate perspectives in this category. Economics is the only perspective that is required (1 course chosen from 3 course options). The remaining perspectives are: social (4 courses); political (4 courses); geographical (4 courses); and behavioral (4 courses). This category is intended to give students an understanding of the theories and methodologies of the disciplines which focus on culture, society, and the individual. Students are expected to acquire understanding of social change and the human condition.

7. Personal Development

A minimum of 2 hours are required in this category. Eight different departments offer a total of 16 courses. This category is intended to help students acquire the ability to deal with the complexities of the modern world.

8. Capstone Course

There is no current requirement for a capstone course. If such courses were to become available, students could apply 1 hour of such a course to their GS requirement. The Capstone Course is intended to be interdisciplinary in nature and to require the student to synthesize knowledge by drawing on information from differing intellectual traditions and societal practices.

B. Response to the 2001 Academic Program Review

The last academic program review of the GS program was led by external examiner Dr. David Christiansen, Director of Interdisciplinary Studies at Truman State University. The team identified several strengths of the GS program, and also offered a set of recommendations for improving both the academic quality and administrative efficiency of the program (see Appendix E). Following are the strengths that the 2001 review team noted, along with their recommendations for improving the program, as well as a summary of how the GS Council responded to the recommendations.

Strengths:

- a single general education program that reflects the mission of the university and serves the needs of the four UNK colleges;
- a curriculum that provides a foundation for the depth of work in the major programs;
- a breadth of disciplines commensurate with the highest ideals of a liberal education;
- wide course availability;
- very strong support among UNK alumni and, to a lesser but still significant degree, among the current student body and UNK faculty;
- a high level of participation among the UNK faculty.

Areas for Improvement:

Recommendation #1: UNK should develop and publicize a more comprehensive rationale for the GS program structure, purpose, and student learning outcomes.

Actions taken in response to Recommendation #1:

- In 2005-06 a series of Roundtable discussions were initiated to reflect on the rationale and structure of the GS program. The 2005-06 Roundtable consisted of approximately 20 faculty members chosen from across disciplines and lines of gender, faculty rank, and length of service at UNK. Members were to seek input from colleagues in the colleges they represented, and to keep the faculty informed about the discussions within the Roundtable sessions. After a year of deliberation, the 2005-06 Roundtable produced a mission statement and assessable objectives for the GS program. These objectives are currently informing the work of the 2006-07 Roundtable, which is to design and propose a curriculum to meet the proposed new objectives. The Roundtables took guidance from publications from the AACU and similar organizations, as well as from essays and other writings about the purpose of a liberal education.
- A brochure and bookmark with explanations of the rationale of the GS program were created and distributed to incoming freshmen. Further, an orientation to the GS program was given to new faculty members to train them in student advising.
- The GS program website was updated to clearly state the rationale for a general education, and includes a link to annual assessment plans and reports from all departments and programs offering GS courses. Also, an “Ask the Director” link was created for students to receive direct help via email.

Recommendation #2: UNK should make these immediate modifications to the GS program to enhance learning.

1. Require students to complete English 101 and 102 during the first two years.
2. Add foreign language as a strand of the Humanities category.
3. Encourage departments to limit the size of their classes.
4. Add upper division courses to the GS program.
5. Encourage faculty to make connections between their GS courses and courses in other academic disciplines.
6. Resolve the uncertain status of the Capstone Course.

Recommendation #3: UNK should engage in a dialogue to consider several elements of the GS program (see Appendix E, “Recommendation #3”).

Actions taken in response to Recommendations #2 and #3:

- Students are now urged in the print and online catalogs to complete requirements in English composition and math during the first two years, and the requirement in speech early in their GS program (Recommendation 2.1 in Appendix E).
- In 2004, a proposal was initiated by representatives of the GS Council and faculty in the college of FAH to add foreign language as a strand of the Humanities category (Recommendation #2.2 in Appendix E). An additional proposal was developed by Council representatives and faculty from the college of NSS that same year. Both proposals were

reviewed by the GS Council and sent to the college Educational Policy Committees, as well as to the Faculty Senate, for review and response. The general feedback suggested that the proposals needed to be considered as part of a total review rather than a change of one category of GS.

- The remaining recommendations (Recommendation #2.3,5,6 and Recommendation #3.1-7 in Appendix E), which relate to class size, curriculum requirements, program structure, and UNK's philosophy of liberal education are currently under discussion in the ongoing Roundtable.

Recommendation #4: UNK should appoint a faculty member as the Director of the GS program. UNK should provide some funding to the office to support initiatives that will benefit the GSP.

Actions taken in response to Recommendation #4:

- UNK established a permanent position of Director of General Studies with a 3-year appointment. The director must be a tenured faculty member and receives a negotiable .25-.50 FTE reduction in teaching load as well as stipends during the academic year and summer. The reduction is less than the 1.0 or .75 FTE suggested in the last APR. A graduate assistant has also been hired to assist the director, and a secretary has been assigned to provide additional support.
- In spring 2005, responsibility for the management of Writing Intensive and Cultural Diversity courses was transferred to a Faculty Senate *ad hoc* committee. Additionally, advising responsibilities for students seeking a B.A. in General Studies were transferred to the Academic Advising Center. Thus some responsibilities have been removed to assist with reducing the number of tasks previously assigned to the director. However, responsibilities related to managing GS program assessment more than take the place of the realigned responsibilities.

Recommendation #5: UNK should restructure the membership and procedures of the GS Council in order to emphasize faculty ownership of the general education curriculum.

Actions taken in response to Recommendation #5:

- In spring 2007 the GS Council completed a yearlong restructuring of its Governance Document, which was approved by the SVC. Of the 19 member Council, 13 members are voting and are all faculty representatives of the colleges or the library. A term limit of two 3-year terms was established.

Recommendation #6: UNK should clarify and publicize the approval process by which changes to the GS program may be proposed and made.

Actions taken in response to Recommendation #6:

- The new 2007 Governance Document clearly delineates the processes involved in making changes to the objectives, standards, and structure of the program. The new process is believed to be adequate to allow the adoption of a renewed GS program in the near future. The Governance Document will be disseminated across campus so that all constituencies may be aware of the process for making changes.

Recommendation #7: UNK should design a plan to assess the GS program. UNK should identify and implement specific instruments by which it will evaluate its strengths and weaknesses.

Actions taken in response to Recommendation #7:

- Since the 2004 accreditation visit from the North Central Association, the GS Council has progressed from having no assessment mechanism for the GS program in place to having a clearly articulated, functioning assessment process. This process, initiated in 2004 and finalized in 2005, includes both direct and indirect measures of student learning outcomes in GS courses (see next section). To meet the campus wide assessment requirements, the GS Council increased its meeting schedule to include summer retreats and special working sessions in order to work on assessment and curriculum development.

Recommendation #8: UNK should emphasize the importance of advising in the GS program.

Actions taken in response to Recommendation #8:

- New faculty are now given an orientation to the GS program and to advising students.
- The GS program website was updated with a section for faculty to help them understand the rationale of the program. Future plans include creation of an advising “tip sheet” and an online GS advising tutor for faculty.
- The Registrar and the Director of Academic Advising –both *ex officio* members of the GS Council– now visit each of the colleges annually to train faculty in advising students about GS. Academic Advising also holds faculty training each semester on GS. Since the 2001 academic program review of GS, the Registrar also initiated a “senior check” whereby students and their advisors are automatically sent a graduation audit when a student has earned 100 credit hours, thus helping ensure that each student completes GS requirements in a timely way.

Recommendation #9: UNK should reconsider the name of the GSP.

Actions taken in response to Recommendation #9:

- In 2004 the GS Council reviewed the name and voted to retain it. This decision is likely to be reviewed again in the process of renewing the GS program.

C. Assessment of Learning Outcomes

Since the 2001 academic program, and especially since the accreditation review by the North Central Association of Colleges and Schools in spring 2004, assessment has been a very high priority in the GS program. As part of the initiative to better understand the programs strengths and areas needing improvement, UNK and the GS Council initiated several assessment activities with faculty and students, using both direct and indirect measures (see Appendix F). Following are summary results of assessment strategies undertaken in the GS program.

i. Student Survey

Once in 2005 and again in 2006, the Student Assessment Committee administered a survey to see how students perceive their overall academic experience in GS courses (see Appendix G). The data from 2005 showed that 61.33% of student participants agreed or strongly agreed that changes should be made in the GS program. Data from the 2006 survey showed that 54.11% of students agreed or strongly agreed that changes should be made in the GS program.

Students perceived that the GS program shows strength (above 3 on a 5-point scale) in the following areas:

- GS program teaches values and social responsibility (mean=3.62)
- GS program recognizes multiculturalism in the U.S. (mean=3.60)
- GS faculty respects students' ideas, attitudes, perceptions (mean=3.34)
- GS faculty understand the rationale of the GS curriculum (mean=3.34)
- GS program gives attention to a global perspectives (mean=3.28)

Students perceived that the GS program needs improvement (lower than 2.5 on a 5-point scale) in the following areas:

- Students receive a clear orientation to the GS program (mean=2.48)
- GS program has a coherent structure (mean=2.46)
- GS program is a valuable component of education rather than an obstacle (mean=2.28)
- GS program expresses a set of learning goals rather than a list of courses (mean=2.20)

The requirements of the GS program do not seem to present themselves well or make sense to students.

ii. Graduating Student Survey

In spring 2006, the Registrar administered a survey to graduating seniors (see Appendix H). Survey items were added by the GS Council to measure student satisfaction in meeting GS program objectives. Means for each of the seven questions in the survey were above 3 on a 5-point scale. Particularly high were students' perceptions of how well their GS courses helped them develop skills in oral and written communication (mean=3.59), critical thinking (mean=3.44), and locating information (mean=3.41).

In the same survey, significantly more students (44%) said they were academically challenged by their GS courses than those who did not (18%). Students from the college of NSS (mean = 3.04) rated their ability to integrate GS course material into other classes as significantly lower than did students from the college of FAH (mean = 3.81). Students from the colleges of BT (mean = 3.54) and FAH (mean = 3.65) rated the critical thinking and problem solving skills gained from GS courses significantly higher than did students from NSS (mean = 2.93).

Since graduating students rate the GS program higher than do current students, there may be a reflective effect that takes place, allowing impending graduates to appreciate their educational experience more than students who still have time left in their studies.

iii. Faculty Questionnaire

A survey similar to that given to current students was also given to faculty in 2005-06 and addressed GS curriculum, structure, and governance (see Appendix G). Data from this survey were analyzed and compared to results from the student survey. The analysis found that faculty respondents felt the program has strong support (mean=3.43) from students, faculty, graduates, trustees, and employers.

However, there were some significant differences between faculty perceptions and student perceptions of the GS program. Faculty (mean = 3.13) rated the clarity of purpose of the GS program significantly higher than did students (mean = 2.83). Faculty (mean = 2.87) also rated faculty understanding of the rationale of the GS curriculum significantly lower than did students (mean = 3.34), indicating that students are more confident that their teachers understand the “why” of the curriculum than are the faculty themselves. Further, faculty (mean = 3.28) rated their enthusiasm for teaching GS courses significantly higher than did students (mean = 2.66). Students (mean = 2.73) rated the disciplinary links between their major and GS courses significantly lower than did faculty (mean = 3.18).

Generally, most faculty seem to think more highly of the GS program than do most students. Results of this survey data are now being made available to faculty so that they will understand the differences in their perceptions and the students’ perceptions about the GS program. Further, another survey will be administered to both groups in 2007, and then again after the adoption of a new GS program, to observe changes in faculty and student perceptions between the old and new programs.

iv. National Survey of Student Engagement

The NSSE was administered to freshmen and seniors in 2002, 2003, 2004. Questions from NSSE were then aligned with the four objectives of the GS program, and UNK students were compared to other students taking NSSE at master’s comprehensive institutions as well as with students at all institutions taking NSSE. While the data pointed to some strengths that students perceived about their learning experience while at UNK, the surveys identified a number of areas for development. These related to students’:

- Contributing to class discussions
- Preparing two or more drafts of a paper
- Having meaningful contact with students of a different race, ethnicity or status
- Intellectual activities such as analyzing and synthesizing ideas, judging the value of concepts, and applying theories to practical problems
- Doing foreign language coursework, study abroad

The analysis of NSSE data began with two summer retreats for the GS Council and is ongoing. The data are being used by both the GS Council and the Roundtable to re-examine and renew the current GS program.

v. Nationally Normed Direct Measures

Several norm-referenced assessments were reviewed in 2004-05 for their suitability in directly measuring learning outcomes of the GS program. The assessments were: College Basic Academic Subjects Examination (College BASE), Collegiate Learning Assessment (CLA), Academic Profile (AP), and Collegiate Assessment of Academic Proficiency (CAAP). While

each instrument had strengths, it was determined that the director of GS, together with the Office of Assessment and cooperating departments on campus, would create a pilot instrument to assess incoming freshmen as well as seniors to determine the extent to which they met the objectives of the GS program. This direct measure pilot was administered in spring 2007 and will be given again in fall 2007, at which time the data will be compiled and analyzed.

D. Outreach and Program Development

One of the development areas of the GS program is in distance education (see Appendix I). Since fall semester 2001, GS courses have been offered either online or via interactive television in English, speech communication, music, math, statistics, chemistry, sociology, psychology, family studies, physical education, women's studies, and safety education. 617 students have completed a GS course online and 133 have completed a videoconference course at UNK since the last academic program review. The Division of Continuing Education offers stipends to faculty who design a distance course, and the GS Council and director have worked with departments to encourage faculty to create GS courses for distance delivery. A record of inquiries kept by the Division of Continuing Education indicates that students would like to have more distance offerings in GS.

The GS Council is also seeking to increase its outreach to students to educate them about the program, its requirements and philosophy. It has sought to do this through publication of attractive, informational brochures, and a dramatically increased web presence (<http://www.unk.edu/academicaffairs/generalstudies/index.php>).

The regular GS budget does not allow professional development opportunities for faculty who teach GS courses or for the GS council, who steer the program. However, in 2006-07, the SVC provided \$6,000 in extra funding for GS Council members to travel to conferences of the AACU and the Higher Learning Commission. These conferences focused on general education and assessment. It is anticipated that a future new GS program would invite the creation of new courses, including interdisciplinary ones. Support for faculty time to make these innovations could be in the form of stipends or release time.

Further, the position of Director of GS is currently .25-.50 negotiable FTE. With the considerable added responsibilities of assessment of the GS program, the time investment required of the director justifies a .75-1.00 FTE, as the GS Council has noted in the past deliberations.

IV. RENEWAL

A. Renewing the GS Program

In addition to the 5-year academic program review associated with this self-study, the GS program has been in a renewal process since spring 2005. At that time, partially in response to assessment data from faculty and student surveys, the Faculty Senate organized a series of Roundtable discussions about the philosophy and structure of the GS program at UNK. Some 20 members of the faculty were selected by the SVC to participate. These consisted of both new and longterm faculty from each of the four colleges. The Roundtable occurred in two phases. Phase I (spring 2005 to spring 2006) considered the overall philosophy of general studies and created a mission statement and set of assessable objectives. Phase II (spring 2006 to the present) is using those objectives to design a proposed curriculum. Six members of the GS Council (as well as the director *ex officio*) are members of the Phase II Roundtable. This linkage has been very important as the direction of the “new” curriculum has developed – the Roundtable and the GS Council are working together, facilitating each other’s work. Representatives of the Roundtable and the GS Council have also organized informal faculty discussion groups in the colleges of FAH and NSS to consider the discussions of the Roundtables and to offer feedback.

One academic year was spent in Phase I reconsidering the philosophy and objectives of GS in the curriculum of the bachelors degree, and a proposed curriculum is being designed in the current academic year as Phase II of the Roundtable. After the Faculty Senate approves the proposal, it will move to the GS Council (see Appendix B section VIII and Appendix C). The GS Council will review and develop the proposal, oversee the creation and approval of new course by departments, and submit the complete proposal to the colleges for a ratification vote. At each step, the SVC will review the proposal. Final approval of the proposal rests with the SVC, after which it will become the official GS program.

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Appendix A
GS Enrollment Data 2005-06

Course	Fall 06	Spring 06	Fall 05	Spring 05	Average
I. English Language					
ENG101	624	166	679	217	422
ENG102	258	620	303	603	446
SPCH100	405	396	444	446	423
II. Foreign Language					
FREN200	14	0	11	0	13
FREN201	0	9	0	9	9
GERM200	11	0	7	0	9
GERM201	0	4	0	9	7
GERM204	0	0	0	2	2
SPAN200	56	55	45	42	50
SPAN201	40	34	37	32	36
SPAN204	21	16	22	22	20
III. Humanities					
ENG234	27	16	34	18	24
ENG235	0	17	0	15	16
ENG240	0	0	16	0	16
ENG250	64	64	67	73	67
ENG251	153	201	111	81	137
ENG252	0	54	54	55	54
ENG 253	0	50	27	25	34
ENG 254	80	81	95	124	95
ENG280	16	0	0	16	16
ART100	221	204	234	218	219
ART120	184	156	242	171	188
MUS100	170	112	164	81	132
MUS106	60	0	51	0	56
MUS107	0	61	0	71	66
DANC122	74	51	71	48	61
THEA120	68	17	71	41	49
HIST210	145	96	44	116	100
HIST211	146	87	128	88	112
HIST212	97	87	93	104	95
HIST215	45	32	51	35	41
HIST250	194	179	227	206	202
HIST251	273	227	266	243	252
PHIL100	51	37	64	46	50
PHIL120	46	83	51	55	59
PHIL260	0	0	0	0	0
PHIL314	0	24	0	0	24
PHIL360	0	0	0	20	20
IV. Mathematics, Statistics and Computer Science					
MATH 102	293	257	372	263	296
MATH 106	82	73	91	86	83
MATH 115	95	23	82	22	56
MATH 123	147	174	179	165	166
STAT 235	36	28	38	17	30
STAT 241	149	139	169	118	144

Course	Fall 06	Spring 06	Fall 05	Spring 05	Average
V. Natural Sciences					
BIOL101	24	13	0	0	19
BIOL103	441	388	481	475	446
BIOL105	316	0	0	0	316
BIOL106	0	278	0	0	278
BIOL109	78	100	120	126	106
BIOL211	140	224	194	208	192
BIOL215	78	60	78	56	68
CHEM145	138	130	126	138	133
CHEM150	60	42	80	40	55.5
CHEM160	196	31	188	59	119
CHEM161	1	142	0	149	97
GEOG101	120	0	118	0	119
GEOG102	0	102	0	72	87
GEOG103	317	322	315	364	330
GEOG207	14	0	33	0	24
GEOG209	0	70	0	34	52
PHYS100	270	286	282	266	276
PHYS131					0
PHYS132	12	0	0	6	9
PHYS201	34	52	34	56	44
PHYS205	135	0	141	0	138
PHYS206	0	120	1	53	58
PHYS210	57	56	54	84	63
PHYS275	87	0	88	0	88
PHYS276	0	76	0	66	71
ECON100	288	343	287	300	305
ECON270	177	136	188	179	170
ECON271	172	155	179	192	175
VI. Social and Behavioral Sciences					
SOC100	392	387	363	356	375
SOC124	39	21	60	25	36
SOC250	84	39	75	50	62
ITEC210	46	33	45	32	39
PSCI110	215	205	165	201	197
PSCI168	50	38	50	37	44
PSCI140	23	9	31	15	20
PSCI170	16	34	49	40	35
GEOG104	88	149	108	147	123
GEOG106	67	97	64	105	83
GEOG206	0	0	27	0	27
GEOG305	0	23	0	22	23
PSY203	384	290	463	284	355
PSY230	139	73	143	96	113
PSY210	0	7	0	0	7
FSID351	139	110	116	107	118
VII. Personal Development					
CJUS101	125	94	140	82	110
CSIS108	40	28	44	37	37
FSID108	21	19	27	18	21

Course	Fall 06	Spring 06	Fall 05	Spring 05	Average
FSID110	168	138	144	165	154
FSID151	97	135	121	95	112
FSID160	184	52	158	87	120
ITEC150	28	0	27	0	28
ITEC211					0
JMC100	50	41	59	62	53
MUS159	4	10	17	7	10
PE109	0	1	0	0	1
PE110	256	287	328	316	297
PE160	495	263	474	296	382
PE260	85	105	96	101	97
SOWK170	65	41	82	55	61
WSTD220	21	18	14	19	18
Total course enrollments	10,821	9,803	11,117	9,783	10,381
Total UNK enrollment	5276	4930	5381	4929	5129

APPENDIX B
General Studies Program Governance Document

Approved by SVC 2/1/07

I. General Studies Council

The General Studies Council (GSC) follows the guiding principle that students' academic interests are foremost in all deliberations and decisions.

A. Composition of the GSC

1. Voting Members

- Terms begin at the end of spring semester (after the last spring semester meeting of the GSC).
- Nominees should make provisions in their schedules to be able to attend Council meetings, which are typically scheduled for 3:30 p.m. on the first Thursday of the months during the academic year.
- Three tenured faculty members (from different departments) from each undergraduate College
 - Nomination process determined by the individual Colleges; two nominees from each College, selection made by SVCAASL in consultation with the Director of General Studies
 - Three-year staggered terms
 - Faculty members finishing a complete three year term may succeed themselves only once (beginning 2003)
- One tenured faculty member from the Library
 - Nomination process determined by the Library; two nominees from the Library, selection made by SVCAASL in consultation with the Director of General Studies
 - Three-year term
 - Faculty members may succeed themselves only once

2. Non-voting Members

- Two junior or senior students from different undergraduate Colleges
 - Nominated by Student Senate, two per position, selection made by the SVCAASL
 - Rotated among the four Colleges as determined by the SVCAASL

- One-year term
- Votes will be recorded in the minutes but will not count toward approval of actions (UN Board of Regents model)

- All *Ex Officio* Members

- Director of General Studies (Chair of GSC)
- Registrar or representative of the Registrar's Office
- Director of Assessment or representative of the Assessment Office
- Director of Academic Advising

B. Council Operations

1. Agenda to be published to campus via e-mail one week in advance of the meeting
2. Quorum is defined as 2/3 of the voting members (9 voting members)
3. Voting procedures
 - Actions are approved by a simple majority of the voting members in attendance, but the majority must include votes of faculty from at least three different Colleges (BT, ED, FAH, NSS)
 - Tie votes result in the failure of the motion or action
4. Roberts Rules of Order
Attendance: only 3 absences per academic year permitted
5. Proposed changes to this Governance Document are approved by majority vote of the GSC and distributed in the GSC minutes for campus wide comment. Changes may then be made by the GSC, and the proposal is forwarded to the SVCAASL for final approval.

II. Duties of GSC

- A. Develop procedures for evaluating GS courses
- B. Approving departmentally-proposed GS courses
- C. Approving faculty-proposed GS courses
- D. Assessment of student achievement and other aspects of GS program
- E. Establishing and reviewing GS waiver mechanisms
- F. Regularly reviewing GS program structure and objectives
- G. Reporting to SVCAASL and Faculty Senate Academic Affairs Committee
- H. Developing standards and procedures for recognizing outstanding GS faculty

III. Duties of Director of General Studies

- A. Chair of GSC
- B. Coordinating GS offerings with Deans and Chairs

- C. Facilitating development of GS offerings
- D. Facilitating assessment of GS program
- E. Reporting on behalf of GSC to SVCAASL, Faculty Senate and other interested parties
- F. Provide advance notice to the campus by e-mail of the agendas and to solicit comment on agenda items by interested parties
- G. Reports of GSC actions
 - 1. Minutes will be kept of all GSC meetings
 - 2. Copies of minutes will regularly be distributed to the following interested parties:
 - GSC members
 - Senior Vice Chancellor for Academic Affairs and Student Life
 - Academic Affairs Committee of the Faculty Senate
 - Dean and Academic Affairs Committee or equivalent of each College
 - Registrar
 - Faculty Senate
 - Student Senate

IV. Student Appeals

- A. The Registrar's Office determines and verifies whether General Studies requirements have been met by individual students.
- B. Students wishing to appeal a decision by the Registrar must submit a written request to the Director of General Studies; the Director is empowered by the GSC to make a decision regarding the student appeal.
 - 1. The request for a review of the Registrar's decision should be accompanied by supportive materials and specific course descriptions that support the student's contention.
 - 2. The request should be submitted prior to the beginning of the semester in which that student is scheduled to graduate.
- C. The Director of General Studies may elect to place the student's appeal on the agenda of the next meeting of the GSC for action, either to approve or deny the request.
- D. The student may appeal the Director's decision by submitting a written request to the Director for a GSC review of the student's appeal request. Upon receipt of the request, the Director will place the appeal on the agenda of the next meeting of the GSC for action, either to approve or deny the request.
- E. The student may appeal the decision of the GSC by submitting a written request to the SVCAASL to review the decision. The Director of General Studies will then forward the decision of the Council to the SVCAASL.

V. Approval of Courses

The GSC is the final recommending body prior to final approval by the SVCAASL.

The General Studies Program must respond to changing circumstances yet maintain sufficient stability that students may complete the program without undue confusion. To accommodate change, the GSC will consider the submission of new courses under the following circumstances.

- A. Procedure for submitting courses for consideration as new General Studies courses, and/or petitioning to alter the category/perspective to which an existing GS course is assigned
 1. The course must be an active UNK offering.
 2. The department proposing the course must complete the GSC Course Approval Form (on the GS website) providing a written explicit description of the course detailing how it meets the established General Studies criteria at both the program and perspective level. The proposal must include the following:
 - Evidence that student objectives are consistent with program and perspective criteria
 - Description of the teaching strategies employed
 - Plan for assessment of student outcomes compatible with the criteria
 - Plan for assessment of the course's achievement of the criteria
 3. Prior to submission to the GSC, evidence of support must be obtained from:
 - The Department chair submitting the proposal (not program directors within a department with a chair)
 - The College Academic Affairs/Educational Policy Committee
 - The College Dean
 4. Evidence of having been informed about the course submission or petition for altering category/perspective must be obtained from the Department chair of the impacted category (not program directors within a department with a chair).
 5. The Chair of the submitting department must meet with their college representatives on the GSC. The proposed course must then be submitted to the Director of General Studies for inclusion on the Council's agenda.
- B. Approval: GSC Procedure for consideration of course proposal
 1. The proposer will be invited to present the course proposal to the Council.
 2. The Council will vote to disseminate the proposal across campus so that all interested parties may discuss it and provide input to council

representatives prior to the scheduled meeting. Upon approval, the Director of General Studies disseminates the proposal.

3. The Council will vote on the proposal at the next regularly scheduled meeting.
 4. The Council's decision will be forwarded to the SVCAASL for final approval followed by dissemination of minutes to the Faculty Senate Academic Affairs Committee.
- C. Course approvals will go into effect the following fall semester.
- D. The GSC, when it perceives a need, may put out calls for courses in specific areas.

VI. Structural Changes

The GSC is the final recommending body prior to final approval by the SVCAASL.

- A. The GSC is responsible for regular review of program structure and objectives, especially in light of assessment data, evolving admission standards, and changing educational philosophies. Recommended changes in General Studies Program Structure may be initiated by the Council or interested parties on campus.

1. Definition of "Structure": "Structure" includes total program required hours, program sub-divisions, and required hours assigned to and within program sub-divisions.

B. Procedures for approving structural changes

1. Proposals submitted by interested parties must include a detailed written description of the proposed structural change and a rationale supporting the reason for the change.
 - The proposer must submit the proposal through the appropriate Council representative(s)
 - The representative(s) will forward the proposal to the Director of General Studies who will place the proposal on the agenda of the regularly scheduled meeting.Procedures for review and approval described in section V. B1 and B2 will be followed.
2. Proposals initiated by majority vote (section I. B3) of the GSC must be forwarded to the college Educational Policy/Academic Affairs committees and the Faculty Senate Academic Affairs committee for review and recommendations.
 - Recommendations from the College Educational Policy/Academic Affairs committees and the Faculty Senate Academic Affairs Committee must be made to the GSC within 60 working days in order to be considered by the Council. Any proposal not returned by the 60 working day deadline will be considered to be an approval by that body.

3. The GSC will review the recommendations and take them into consideration to amend, approve, or reject the proposal.

VII. Goals/Objectives Changes

A. The General Studies Program General Objectives may be changed by the Council to reflect evolving demographic characteristics, assessment data, Academic Program Review recommendations and/or philosophical views.

1. The Council may solicit opinions, proposals, or initiate changes in the general goals or objectives of the entire GS program or its categories.
2. The Council will follow the procedures described in V. B1 – B4.

B. Perspective/Department Objectives

Perspective/Department objectives may need to be revised periodically in order to reflect changes in the discipline.

1. A department offering or proposing to offer courses in the perspective may elect to propose a change of the objectives.
 - The proposal must be submitted in writing with the explicit change of the objectives.
 - Prior to submission to the GSC, evidence of support must be obtained from:
 - The Department Chair
 - The College Educational Policy / Academic Affairs Committee
 - The College Dean
 - Evidence of having been informed about the petition for altering category/perspective must be obtained from the Department chair(s) of other Department(s) offering courses in the perspective (not program directors within departments with chairs)
 - The Chair of the submitting department must meet with their college representatives on the GSC.
 - The proposed objective must then be submitted to the Director of General Studies for inclusion on the Council's agenda.
2. GSC Procedure for consideration of Perspective/Department objective proposal
 - The proposer will be invited to present the proposal for the new/revised objective to the Council.
 - The Council will vote to disseminate the proposal across campus so that all may discuss it and provide input to council representatives.

Upon approval, the Director of General Studies disseminates the proposal.

- The Council will vote on the proposal at the next regularly scheduled meeting.
 - The Council's decision will be forwarded to the SVCAASL for final approval followed by dissemination of minutes to the Faculty Senate Academic Affairs Committee.
3. Objective approvals will go into effect the following fall semester.
 4. The GSC, when it perceives a need, may put out calls for objectives in specific areas.

VIII. Fundamental Changes to the GS Program

The General Studies (GS) program may need to be reviewed in response to assessment data, evolving admission standards, academic program reviews, or changing educational philosophies. Such a review may result in proposed restructuring so fundamental that it alters or replaces the stated philosophy, mission, goals, or content of the existing program. The procedures described in previous sections of this Governance Document, while adequate for revising the existing program, do not articulate a process needed for more comprehensive restructuring. The procedure described below outlines the process for enacting such changes.

- A. The GSC or another academic governing body (College or Faculty Senate) may develop a proposal for major revisions to the existing mission, philosophy, objectives, content, or required hours of the GS program. The proposal must be submitted in accordance with the governance guidelines of the respective governing body. A proposal sponsored by the Faculty Senate or a College would be submitted to the SVCAASL. The SVCAASL will review the initiative and either return it to the Faculty Senate or College with suggestions for reworking, or forward it to the GSC with recommendations to review, develop, and ultimately submit for ratification and implementation.
- B. The GSC is responsible for evaluating the specific requirements of any proposed GS program. This purview includes suggesting changes to philosophical definition, structural guidelines and requirements, courses and content, pedagogical objectives, and assessment requirements. In reviewing and/or developing a proposed GS program, the GSC will seek appropriate input from across campus. The GSC may return a proposed GS program from the Faculty Senate or College that originated it with comments for review by that body. After the respective body has reconsidered the proposed GS program, it may resubmit the proposal to the SVCAASL for further consideration.
- C. The GSC will vote to disseminate the proposed GS program to all faculty and to submit it to the College educational policy/academic affairs committees for review and input. The educational policy/academic affairs committees must return to the GSC any comments they wish to have considered about the proposed GS program. This response must be received one week prior to the second regularly scheduled monthly GSC meeting date after the proposal is received by the educational policy/academic affairs committees. Thus, if a proposal were received

by the educational policy/academic affairs committees in January, they must submit responses by one week prior to the March meeting of the GSC.

- D. The GSC will review the recommendations of the College educational policy/academic affairs committees, make changes where deemed necessary, and vote to submit the GS program for ratification by the Colleges.
- E. The College educational policy/academic affairs committees will conduct a ratification election by their eligible faculty. Eligibility to vote is determined by the constitution of each College. An affirmative vote by 2/3rd of those who vote is required in 3 of the 4 Colleges for ratification of the GS program.
- F. Results of the vote must be received by the GSC one week prior to the second regularly scheduled monthly GSC meeting date after the proposal is received by the educational policy/academic affairs committees for purposes of conducting a ratification election. If no voting result is reported from a College within this deadline, it will be considered to be an approval of the proposed GS program by that College. If a College or Colleges vote not to ratify the proposed GS program, the College(s) should return to the GSC the election results with any comments from College faculty indicating what concerns led to non-ratification. The GSC will review the comments and make changes if deemed appropriate and may resubmit the proposal to each of the four undergraduate colleges for another ratification election.
- G. The GSC will submit the proposed GS program for final approval to the SVCAASL, with voting results from each College and final GSC recommendation for final approval.

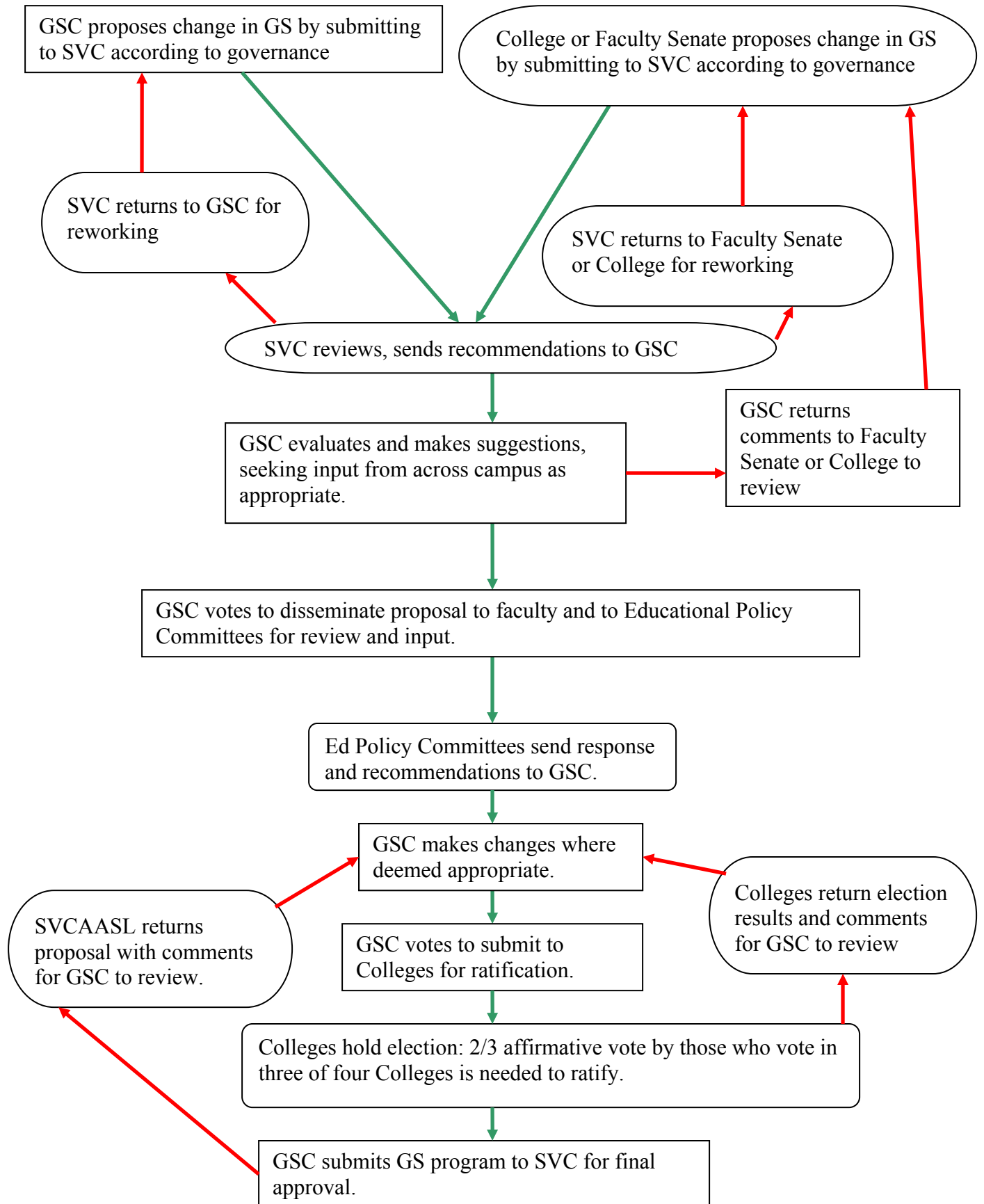
IX. College GS Requirements

- A. Colleges may specify courses that their majors must take within the GS program
- B. Colleges are encouraged to accommodate those students who change majors
- C. GS Requirements must appear in the catalog

X. Recognition

- A. The GSC will develop standards and procedures for recognition of outstanding General Studies faculty.

APPENDIX C
Fundamental Changes to the GS Program



APPENDIX D

General Studies Courses

I. ENGLISH LANGUAGE

(6 hours of composition and 3 hours of speech coursework required. Students who have used AP credit or otherwise have not been required to take ENG 101 must take ENG 102 and may not exercise the foreign language option instead.)

In addition to those objectives required of all General Studies courses, students will:

1. demonstrate the ability to form and support a coherent position on an issue,
2. demonstrate the ability to write and speak in a formal manner appropriate to the audience,
3. demonstrate the ability to read, speak, and write "expressive" as well as "transactional" language i.e., to develop and understand the role of voice in communication as well as the message itself.

ENG 101GS, Expository Writing I - 3 hours (Prereq: ENG 100A or English ACT score of 15 or above)

ENG 102GS, Expository Writing II - 3 hours (Prereq: ENG 101GS* or ACT English score of 30 or above)

SPCH 100GS, Fundamentals of Speech Communication - 3 hours

II. FOREIGN LANGUAGE

(Up to 3 hours of 200 level classes in foreign language may be counted towards the requirement for 45 hours of General Studies courses. Students with a grade of A or B in English 101 may substitute a 200 level General Studies foreign language course for the English 102 requirement.)

III. HUMANITIES

(9-15 hours from three separate perspectives required; a maximum of 15 hours count as General Studies credit)

In addition to those objectives required of all General Studies courses, students will:

1. demonstrate the ability to comprehend primary texts, i.e., the work of literary figures, historical figures, philosophers, and critics; film and theatrical performance; works of art; music in performance and/or notation,
2. demonstrate the ability to form and support, in writing, coherent positions on issues relevant to primary texts,
3. demonstrate the ability to use, in speaking and writing, the forms of reference and the manners of discourse appropriate to the particular discipline,
4. demonstrate the ability to see primary texts as cultural descriptions as well as individual creation.

While not all courses in the Humanities focus exclusively on primary texts, students in every course will experience, through reading, seeing, or hearing, significant cultural works and documents. Within the Humanities requirement, courses should be distributed among the perspectives listed below. At a minimum, students must take one course from Literary Perspectives, one from Aesthetic Perspectives and one from Historical Perspectives.

Literary Perspectives

(3 hours required; a maximum of 6 hours count as General Studies Credit)

ENG 234GS, Reading and Writing about Literature - 3 hours

ENG 235HGS, American Studies - 3 hours

ENG 240HGS, Literary Classics of the Western World - 3 hours

ENG 250GS, Introduction to Literature: British Literature - 3 hours

ENG 251GS, Introduction to Literature: American Literature - 3 hours

ENG 252GS, Introduction to Literature: Western Civilization - 3 hours

ENG 253GS, Introduction to Literature: Non-Western Civilization - 3 hours

ENG 254GS, Introduction to Literature: Special Topics - 3 hours

ENG/HIST 280H Variable Topics - 3 hours

Aesthetic Perspectives

(3 hours required; a maximum of 6 hours count as General Studies Credit)

ART 100GS, Art Structure - 3 hours

ART 120GS, Art Appreciation - 3 hours

MUS 100GS, Introduction to Music - 3 hours

MUS 106GS, Introduction to Jazz and Blues - 3 hours

MUS 107GS, Introduction to Rock and Blues - 3 hours

DANC 122GS, Dance Appreciation - 3 hours

THEA 120GS, Introduction to Theatre - 3 hours

Historical Perspectives

(3 hours required; a maximum of 6 hours count as General Studies Credit)

HIST 210GS, Western Civilization - 3 hours

HIST 211GS, Western Civilization - 3 hours

HIST 212GS, Non-Western World History - 3 hours

HIST 215GS, Introduction to Latin America - 3 hours

HIST 250GS, American History - 3 hours

HIST 251GS, American History - 3 hours

Philosophic Perspectives

(0 hours required; a maximum of 6 hours count as General Studies Credit)

PHIL 100GS, Introduction to Philosophy - 3 hours

PHIL 120GS, Introduction to Ethics - 3 hours

PHIL 260GS, Philosophy of Culture - 3 hours

PHIL 314GS, Philosophy of Religion: Reason and Faith - 3 hours

PHIL 360GS, Philosophy of Science - 3 hours

IV. MATHEMATICS, STATISTICS & COMPUTER SCIENCE

(3 hours required; up to 6 hours count as General Studies credit. One course must be a Math or Statistics course at the level of Math 102 or higher. MATH 090, MATH 101 and MATH 104 do not count as General Studies.)

In addition to those objectives required of all General Studies courses, students will:

1. demonstrate the ability to manage and interpret numerical data using the appropriate mathematical tools,
2. demonstrate the ability to express formal, mathematical relationships using logical analyses and differing forms of mathematical reasoning,
3. demonstrate the ability to utilize mathematical techniques in order to define problems and to search for strategies for testing solutions.

Mathematics/Statistics Courses

(3 hours required; up to 6 hours count as General Studies credit.)

Any courses offered by the Department of Mathematics & Statistics at the level of Math 102 or above may count for General Studies credit.

(Math 090 and 101 do not count as General Studies.)

Computer Science Courses

(0 hours required; up to 3 hours count as General Studies credit.)

The following computer science courses may count towards the Math requirement beyond the 3 hour minimum which must be taken within Math/Statistics:

CSIS 109GS, FORTRAN Programming - 3 hours

CSIS 110GS, Structured COBOL Programming - 3 hours

CSIS 111GS, Applied BASIC Programming - 3 hours

CSIS 130GS, Introduction to Computer Science - 3 hours

V. NATURAL SCIENCES

(7 hours coursework from at least two Departments required; up to 15 hours count as General Studies credit. At least one of the courses taken will have a laboratory component.)

In addition to those objectives of all General Studies courses, students will:

1. demonstrate the ability to apply the logical structure of scientific methodology in the laboratory setting,
2. demonstrate the ability to comprehend how scientific concepts originate, are validated and refined,
3. demonstrate the ability to use the specialized vocabulary needed to understand matter and energy.

Department of Biology

BIOL 103GS, General Biology (*lab course*) - 4 hours

BIOL 104GS, Biology I (*lab course*) - 4 hours

BIOL 107GS, Biology II (*lab course*) - 4 hours

BIOL 109GS, Plants and Animals (*lab course*) - 4 hours

BIOL 211GS, Human Micro-Biology (*lab course*) - 4 hours

BIOL 215GS, Human Physiology (*lab course*) - 4 hours

BIOL 315GS, Human Ecology - 3 hours

Department of Chemistry

CHEM 145GS, Intro Chemistry (*lab course*) - 4 hours

CHEM 150GS, Introduction to Organic and Biochemistry (*lab course*) - 4 hours

CHEM 160GS, General Chemistry - 3 hours (see prerequisites) (*with CHEM 160LGS General Chemistry Lab - 1 hour*) - 4 hours

CHEM 161GS, General Chemistry - 3 hours (*with CHEM 161LGS General Chemistry Lab - 1 hour*) - 4 hours

Department of Geography and Earth Science

GEOG 101GS, Physical Geography I: The Atmosphere (*lab course*) - 4 hours

GEOG 102GS, Physical Geography II: The Lithosphere (*lab course*) - 4 hours

GEOG 103GS, The Dynamic Planet: Hazards in the Environment - 3 hours

GEOG 207GS, Physical Geology - 3 hours

GEOG 209GS, Meteorology - 3 hours

Department of Physics

PHYS 100GS, Physical Science (*lab course*) - 4 hours

PHYS 131H, Newton's Universe - 4 hours

PHYS 132H, Einstein's Universe - 4 hours

PHYS 201GS, Earth Science (*lab course*) - 4 hours

PHYS 205GS, General Physics (*lab course*) - 5 hours

PHYS 206GS, General Physics (*lab course*) - 5 hours

PHYS 210GS, Astronomy - 3 hours

PHYS 275GS, General Physics (*lab course*) - 5 hours

PHYS 276GS, General Physics (*lab course*) - 5 hours

VI. SOCIAL AND BEHAVIORAL SCIENCES

(9 hours from three separate perspectives required; up to 15 hours count as General Studies credit.)

In addition to those objectives required of all General Studies courses, students will:

1. demonstrate an understanding of human experiences and be able to relate them to the present,
2. demonstrate the ability to understand the application of the empirical research methods used in the social sciences to understand individual behavior as well as the interrelationships among people,
3. demonstrate the ability to comprehend how social scientific concepts originate, are validated and refined within a variety of social science disciplines,
4. demonstrate the ability to evaluate the strengths and limitations of the social sciences and the explanations they offer for contemporary life.

Within the Social and Behavioral sciences, courses should be distributed among the following perspectives:

Economic Perspectives

(3 hours required; up to 6 hours count as General Studies credit.)

ECON 100GS, Contemporary Economic Issues - 3 hours

ECON 270GS, Principles of Economics, Macroeconomics - 3 hours

ECON 271GS, Principles of Economics, Microeconomics - 3 hours

Social Perspectives

(0 hours required; up to 6 hours count as General Studies credit.)

SOC 100GS, Introduction to Sociology - 3 hours

SOC 124GS, Social Problems - 3 hours

SOC 250GS, Anthropology - 3 hours

ITEC 210GS, Society and Technology - 3 hours

Political Perspectives

(0 hours required; up to 6 hours count as General Studies credit.)

PSCI 110GS, Introduction to American Politics - 3 hours

PSCI 140GS, Introduction to Comparative Politics - 3 hours

PSCI 168GS, Introduction to International Relations - 3 hours

PSCI 170GS, Introduction to Political Thought - 3 hours

Geographical Perspectives

(0 hours required; up to 6 hours count as General Studies credit.)

GEOG 104GS, World Regional Geography - 3 hours

GEOG 106GS, Human Geography - 3 hours

GEOG 206GS, Geography of the United States and Canada - 3 hours

GEOG 305GS, Environmental Conservation - 3 hours

Behavioral Perspectives

(0 hours required; up to 6 hours count as General Studies credit.)

PSY 203GS, General Psychology - 3 hours

PSY 230GS, Human Development - 3 hours

PSY 210HGS, Issues in Psychology - 3 hours

FSID 351GS, Marriage/Family Relations - 3 hours

VII. PERSONAL DEVELOPMENT

(2 hours required; up to 3 hours count as General Studies Credit.)

In addition to those objectives required of all General Studies courses, students will:

1. demonstrate the ability to confront the complexities--physical, emotional, economic, and/or technological--of the contemporary world.
2. demonstrate the development of skills, behaviors and problem solving strategies necessary to prevail in the contemporary world.

CJUS 101GS, Introduction to Criminal Justice - 3 hours

CSIS 108GS, Computers in Society - 3 hours

FSID 108GS, Space for Family Living - 3 hours

FSID 110GS, Introduction to Nutrition - 3 hours

FSID 151GS, Human Sexual Behavior - 3 hours

FSID 160GS, Personal Money Management - 3 hours

ITEC 150GS, Telecommunications Literacy - 3 hours

ITEC 211GS, Alternate Energy and Technology - 3 hours

JMC 100GS, Mass Media in America - 3 hours

MUS 159GS, Piano Fundamentals - 1 hour

PE 109GS, Basic Sports - 1 hour

PE 110GS, Basic Sports - 0.5 hour

PE 160GS, Healthful Living - 3 hours

PE 260GS, First Aid, Responding to Emergencies - 2 hours

SFED 235GS, General Safety Education - 3 hours

SOWK 170GS, Introduction to Social Welfare - 3 hours

WSTD 220GS, Introduction to Women's Studies - 3 hours

VIII. CAPSTONE COURSE

(Up to 1 semester hour counts as General Studies credit, after development and approval of the course.)

The University is in the process of developing General Studies Capstone Courses. When such courses become available, students may apply up to 1 hour of a capstone course to meet the 45 hours General Studies requirement.

In addition to those objectives required of all General Studies courses, students will:

1. demonstrate the ability to use the breadth and diversity of knowledge and experience from a variety of disciplines in order to solve real world problems.
2. demonstrate an understanding of cultures other than their own.
3. demonstrate the understanding and knowledge needed to function responsibly in one's natural, social, and political environment.

APPENDIX E
2001 Academic Program Review

Report of the External Reviewer
Dr. David Christiansen

Director of Interdisciplinary Studies, Truman State University
December 20, 2001

- [Executive Summary](#)

For the purpose of providing an executive summary, I wish to identify several strengths of the General Studies Program (GSP) at the University at Nebraska (UNK):

- a single general education program that reflects the mission of the university and serves the needs of the four UNK colleges;
- a curriculum that provides a foundation for the depth of work in the major programs;
- a breadth of disciplines commensurate with the highest ideals of a liberal education;
- wide course availability;
- very strong support among UNK alumni and, to a lesser but still significant degree, among the current student body and UNK faculty;
- a high level of participation among the UNK faculty; and
- a strong emphasis on writing-intensive and cultural diversity courses.

Although I believe that UNK should retain the GSP as its general education program for all four university colleges, the faculty and administration should consider several measures that could strengthen the liberal education of the GSP even further:

- developing a more comprehensive rationale for the program structure, elements, and purpose;
- instituting a reformatted governance structure that includes a director, a restructured General Studies Council (GSC), and clearly established approval procedures for changes to the program;
- focusing more on advising students as they take courses in the GSP;
- assessing the overall effectiveness of the GSP;
- reconsidering the program's name; and
- re-evaluating several structural issues and policies.

A fuller explanation of these issues appears in the pages below.

- [Introductory Remarks](#)

Prior to my visit to the University of Nebraska at Kearney (UNK) campus, I studied data gathered by Dr. John Anderson, Associate Professor of Political Science. In the spring of 2001, over 400 UNK alumni who had graduated after 1995 were contacted by phone and asked a series of questions about their perceptions of the General Studies Program (GSP). In addition to conveying their satisfaction with course availability and choice, they consistently expressed their approval of the writing, communicating, and problem solving skills engendered by the program. Dr. Anderson also provided input from twenty currently enrolled undergraduates in the form of focus group responses. These individuals too had positive impressions of many elements of the GSP, including its ethos of providing a broad liberal education. The focus groups, however, expressed concerns about issues such as large class sizes and the tendency of some classes to serve as preparatory courses for a major. Some students, after acknowledging the importance a liberal arts education, admitted that they were unable to see how the GSP was fulfilling this goal.

Dr. Anderson also undertook a comprehensive survey of the UNK faculty, and here again the results were informative. Of the 280 faculty members had an opportunity to respond to the survey, 269 replied, resulting in a response rate of 96%. I reviewed all the data tables generated by the survey results and I have read all the supplementary comments the faculty respondents provided (some 23 single-spaced pages). Although faculty members offered considerably different views about specific elements of the GSP, the vast majority expressed a general satisfaction with the program. Nevertheless, the results of the faculty survey and the many narrative comments indicated to me that some members had serious misgivings about individual elements of the GSP and even about the structure, purpose, and philosophy of the entire program.

During my visit to the campus of UNK October 23-25, 2001, I had the occasion to talk with students, faculty, administrators, and staff about the University's General Studies Program. These meetings included conversations with Dr. James Roark, Senior Vice-Chancellor, and Dr. Ken Nikels, Dean of Graduate Studies and Research; the Deans or Assistant to the Deans of all four colleges; most of the department chairs; approximately 30 faculty members; the General Studies Council; and multiple staff members. At these meetings I provided my Truman State University e-mail address and invited the UNK members to contact me with any further comments they wished to share (and several did accept this offer). Finally, I had extended discussions with the thirteen-person review team, whose membership included two representatives from each of the four university colleges; a representative from the library; Dr. Bill Wozniak, Faculty Senate President; and three student members.

As a result of studying Dr. Anderson's data, visiting the campus, and having extended conversations with multiple members of the UNK community, I have prepared this report.

- [Areas of Strength in the General Studies Program](#)

The GSP at the University of Nebraska at Kearney provides its students with a broad introduction to liberal studies through its emphasis on the humanities, mathematics, natural sciences, and social sciences. The program, a modified "cafeteria" or "distribution" model in which students select 45 hours of coursework from a variety of subject areas, is correctly

characterized in the University's mission statement as an "extensive general studies curriculum that emphasizes the liberal arts." The categories are well balanced and arranged according to the conventions of liberal education; courses within the GSP appear to be rigorous and demand students to be versatile learners in a variety of different academic disciplines. The addition of the "Personal Development" category is especially intriguing. Although this requirement falls outside traditional definition of liberal arts, classes that fulfill this requirement offer students the opportunity to make meaningful connections between in-class work and the situations they face outside the classroom. I am very pleased by the commitment the university has made to writing and diversity through its adoption of writing-intensive and cultural diversity courses. While these requirements are not part of the GSP *per se*, the faculty and students tend to think of them as an integral part of UNK's general education program.

I also commend the entire University community for creating and maintaining a general education program that reflects the mission of the university **and** serves the needs of the colleges of Business and Technology; Education; Fine Arts and Humanities; and Natural and Social Sciences. Although several faculty members felt that one or more of the colleges should create its own general education program, the vast majority of faculty and administrators with whom I talked felt that the GSP served the needs of the major programs and the colleges. On repeated occasions I heard allusions to the seven separate general education curricula of the University of Nebraska at Lincoln and the problems this duplication presents. The simple fact that all four UNK colleges share a single program instills a sense of shared identity among the faculty and the understanding that they all have ownership in the GSP. For these reasons I am pleased that the GSP possesses a flexibility that allows academic departments to identify specific courses their majors should take.

The data gathered by Dr. Anderson demonstrate a general satisfaction among the students, post-1995 alumni, and faculty. The alumni appear to be especially pleased and credit the GSP with helping to develop many skills they now find useful. The faculty appears to be the group least satisfied with the program, although one may make the argument that even here there is a general contentment. According to the survey results, 65% of the faculty respondents assign the GSP a grade of "B" or higher, while, 35% assign a grade of "C" or lower. When one analyzes the results to the survey questions and reads the narratives the faculty provided, again a pattern of satisfaction becomes obvious. I offer my congratulations to all the past and present UNK faculty and administrators who developed the GSP.

- [Areas of Concern for the General Studies Program](#)

Despite my opinion that the state of the GSP is strong and that UNK undergraduates are receiving a strong liberal education, my study of university data and conversations with many members of the UNK community convinces me that the University should address several aspects of the program. Paramount in my recommendations is an attempt to address the concerns of the many faculty members with whom I have spoken. During my visit I was especially pleased by their commitment to student learning and their obvious concern with the academic rigor of the GSP. Their suggestions are integral in all elements of this report.

1. Rationale of the GSP

Recommendation #1: the University should develop and publicize a more comprehensive rationale for the General Studies Program structure, purpose, and student learning outcomes.

Although students may appreciate the broad nature of the GSP curriculum, many of them do not understand **how** the GSP provides a broad liberal arts education and establishes a foundation for the in-depth work of their major programs. The University has identified the "Philosophy" and "Objectives" for the program and addresses the student learning outcomes within the eight individual areas (pp. 47-50 of the *2002 UNK Undergraduate Catalog*), yet the responses of the student focus groups indicate that a more elaborate explanation is necessary. I believe that the University should develop a clearer and more comprehensive rationale for the GSP and communicate it to entire university community. In this manner the program will have a greater value to the students and perhaps will aid some individuals in their course selection. A fuller rationale will also assist the University's efforts to assess the program (see Part VII. Assessment of the GSP, pp. 19-20).

The rationale should address several questions in three key areas. In some instances this will not be an initial consideration, but a re-examination of critical issues:

1. **purpose:** how does the program provide a liberal education? What is even meant by "liberal education?" Why is a broad array of courses appropriate? What is the relationship between the program and students' majors?
2. **structure:** why is the GSP composed of eight parallel categories? What is their relationship to one another? Should students be making connections between the subject matter taught in classes that reside in different area?
3. **student learning outcomes:** what are the skills, proficiencies, and characteristics students will exhibit once they have completed the GSP? Beyond being introduced to the subject matter of a given disciplines, how will a student benefit from studying in a given field or discipline?

I encourage the University to develop a more comprehensive and explicit rationale for the GSP. It strikes me that the General Studies Council, since it is charged with overseeing the general education program and because its members are drawn from all four university colleges, should be the body to address this issue. The deliberations of the Council on this matter should include significant input from the students, staff, and administration. Hopefully this dialogue will extend out of the committee and into the entire faculty. Certainly many of the faculty members with whom I have talked have strong views on many of these matters. Once rationales for the GSP and its constituent elements have been determined, it is important to publicize this information throughout the university community. The rationale for the program should be made available in the undergraduate catalog and it should be prominently displayed on the University's web site.

I also encourage the faculty of each department to identify for student majors how the GSP provides a foundation for the study-in-depth of their major program. Since advisors in these programs should be responsible for helping their advisees realize the importance of a liberal education, so they must be prepared to talk about these issues (see Part VIII. Advising in the GSP, pp. 20-22). Instructors of GSP classes should also be encouraged to communicate to their students how their course provides the knowledge and academic skills the program hopes to engender.

2. Structure of the GSP: Modification

Recommendation #2: *the University should make several immediate modifications to the General Studies Program that will enhance student learning.*

Although the GSP has served the University well for more than a decade, I feel that some modest changes should be immediately made. I have arrived at none of these observations on my own: the UNK review team and the majority of individuals with whom I spoke supported these changes as well. After each recommendation I have attached a brief explanation. The suggestions include:

1. *requiring students to complete English 101 and 102 during the first two years.* Since all academic areas utilize writing and expect that their students should be able to write at a reasonably proficient level, the two composition classes should be completed early in a student's academic career. The expectation that students should complete their mathematical requirement during their freshman year acts as a precedent. During my visit I found universal support for the implementation of this requirement, although representatives from the English department admitted that some significant logistical issues would have to be addressed.
2. *adding foreign language as a strand of the Humanities category.* A large number of the faculty with whom I spoke felt that the University should do more to encourage students to take a foreign language. From my perspective this is an admirable desire entirely in the tradition of a liberal education. The present instantiation of the GSP permits students to take a foreign language class as an elective or as a substitute for ENG 102, but I urge the University to place foreign language more within the mainstream of the program. This can be most easily accomplished by placing it in the Humanities category.
3. *encouraging departments to limit the size of their classes.* The evidence of the student focus groups strongly suggests that class size was a critical factor in their satisfaction with a GSP class. Students enrolled in large classes tended to feel that that the learning was not effective; conversely, students were much more likely to value classes in which faculty could easily interact with them. Although the class sizes at UNK tend to be smaller than some of the comparable classes I have seen at other institutions, a few of the

courses have such large enrollments that it is difficult for the instructor to interact with students in a meaningful way.

4. *adding upper level courses to the GSP.* Even though the current rationale for the GSP does not prevent upper level courses from fulfilling requirements, only two 300 or higher level courses are incorporated in the program (PHIL 360GS "Philosophy of Science" and BIOL 315GS "Human Ecology"). Why is this so? One of the benefits of a "distribution" general education program is that students are able to choose from a variety of course offerings instead of being restricted to a single general survey class. I believe that students will be more likely to be challenged and intellectually engaged in their GSP classes if they are able to select upper level classes. Presumably most students would prefer to take 100 and 200 level classes to meet their general education requirements, but other students will appreciate the opportunity to engage in more advanced course work. When I talked with students at UNK I heard anecdotal evidence that some individuals view the GSP as a review of high school course work because many classes examine the same material they studied in high school. The University could address this issue by providing additional upper level course options for students.
5. *encouraging faculty to make connections between their GSP courses and classes in other academic disciplines.* One of the key findings of the student focus group project and the survey of the alumni is that students view many of the GSP classes as the "first step" in the sequence of major program. The respondents felt that they would find the GSP to be more valuable if the courses took more of the form of broad surveys that made connections to multiple academic disciplines. One way to combat this perception is for faculty members to structure their GSP classes in such a way that they can assist students in seeing subject matter and methodologies shared by multiple disciplines. This blurring of disciplinary boundaries fits comfortably within the traditions of a liberal education.
6. *resolving the future of Category VIII: Capstone Course* For approximately ten years the "Capstone Course" has been an element of the GSP, but no sections of this class have ever been proposed or taught. The idea of such a class, in which students make connections among multiple academic areas through multidisciplinary or interdisciplinary activities, is wonderful, but it poses some significant logistical problems. Because these classes fall outside the conventional governance structure of a university (i.e., academic departments), they are very difficult to support. From my understanding, UNK's failure to act on this matter is due to several academic factors, including an uncertainty among the faculty and administration over what the form and purpose of this class should be; the secondary management issues, such as staffing and financing, appear also to be undecided. The University should act now to resolve this situation. If the faculty and

administration view a capstone class as vital to the interests of student learning in the GSP, they should commit themselves to determining the form and purpose of this class in the near future.

3. Structure of the GSP: Issues to be Studied

Recommendation #3: *the University should engage in a dialogue to consider several elements of the General Studies Program.*

In addition to the modifications I have suggested in Part II above, I wish to identify several issues for the University to consider. From all my conversations with members of the UNK's community, I did not find a consensus on several key factors relating to the general education program. I have my own opinions regarding many of these items, but the UNK faculty itself, in whom the ultimate responsibility for the curriculum is placed, should try to achieve consensus regarding these points. It seems that the General Studies Council, which includes representation from all four University colleges, would be a logical venue for this discussion. I pose each of these points in the form of a question with a brief explanation attached. The issues include:

1. *is a liberal education best achieved via a small number of courses focusing on the most fundamental aspects of academic disciplines? Or is a liberal education more likely to be realized by offering students multiple options to meet the individual GSP requirements?*
Traditional western notions of higher education, especially prior to the second half of the 20th century, have tended to focus on introducing students to the "great works" on which western culture resides. After all, the argument goes, how can anyone claim to be an educated person in the western world if s/he is unfamiliar with the works and activities of Homer, Thucydides, Plato, Virgil, St. Augustine, Dante, Shakespeare, Locke, Kant, Marx, Darwin, Nietzsche, Freud, and Einstein? However, much has changed since the Second World War as the student body has become more reflective of our pluralistic society. The backgrounds and interests of the students at the beginning of the 21st century are very different from those who entered universities a century ago. The University should ask itself how it could provide a rigorous liberal education that will best serve the interests of the students. The results of this discussion are highly unlikely to satisfy all, for there will be little chance for consensus. From my observations on the UNK campus, it became obvious that each side enjoys the passionate support of many faculty members.
2. *why is philosophy the sole discipline within the Humanities category that students may avoid?* Students are currently required to complete Humanities' course work in literature, aesthetics, and history -- but not in philosophy. What are the justifications for marginalizing philosophy in this manner? Historically philosophy has played a crucial role in a liberal education, and so the University's decision to assign it a secondary status confuses me and, I presume, other outside observers. Perhaps the University has a valid

curricular explanation for requiring coursework in several areas of the humanities and excluding work in one, but no justification appears anywhere in the GSP. At the very least the University should include an explanation in the GSP as to why it has decided to treat disciplines differently in this category. A more ambitious approach would be for the institution to re-evaluate the manner in which students are required to complete the humanities category: is it necessary for the University to prescribe any course work here, other than ensuring that students take classes in at least three separate categories?

3. *why is economics the sole discipline within the Social and Behavioral Sciences category that students may **not** avoid?* Students are given much freedom in the way that they may distribute their nine required hours in the Social and Behavioral Sciences; if they arrange their hours carefully, students may even avoid taking classes in three of four areas (i.e., Sociology, Political Science, Geography, and "Behavioral Perspectives"). However, every UNK undergraduate must complete a class in economics. What are the justifications for privileging economics in this manner? As I noted above in my comments about philosophy, perhaps the University has a valid curricular explanation for the structure of this category, but no justification appears anywhere in the GSP for maintaining that one discipline should enjoy a special status among the social and behavioral sciences. I suggest that the institution either attach an explanation to the GSP for why disciplines in the Social and Behavioral Sciences category have different statuses or re-evaluate the structure of this area.
4. *why are the structures of the Humanities and Social and Behavioral Sciences categories different?* On a related note to points #2 and 3 above, why are choices in Humanities prescribed, but not so in the Social and Behavioral Sciences category? I urge the University to achieve some sort of consistency here.
5. *why are most of the GSP categories arranged according to "perspectives," but the Natural Sciences category is structured by "department?"* With little difficulty the Natural Sciences category could be subdivided into a "Life Sciences Perspective" and a "Physical Sciences Perspective." This change, of course, would potentially affect student enrollment patterns, so I realize that such a modification could carry unwanted consequences. However, I encourage the faculty to consider alternatives to the departmental arrangement of the Natural Sciences category.
6. *why is the historical perspective considered part of the Humanities category when the Department of History is housed in the College of Natural and Social Sciences? Why is the economic perspective considered part of the Social and Behavioral Sciences category when the Department of Economics is housed in the College of Business and Technology?* Perhaps the placement of these two academic "perspectives" in their

respective GSP categories does not concern the faculty and administration. Nevertheless, they may cause confusion for students.

7. *why are some areas of the GSP under the control of a specific department while others are not?* Currently a single department services most areas of the GSP; the exceptions are the perspectives of aesthetics, social, and behavioral. Yet there are several other areas in the GSP that may logically be fulfilled with coursework from a variety of academic departments. Is there any reason to prevent this? For example, may faculty members in the Department of Art and Art History submit their courses to fulfill the historical perspectives element in the Humanities category? May members of the Modern Languages faculty bring forth the German and French civilization classes to do the same? Or is the opposite desirable: should only members of the History department be allowed to teach classes that meet this GSP requirement? Furthermore, if the University concludes that courses from any department may fulfill the historical perspective element, does the History department faculty retain the right to review and approve these courses? I urge the University to address these questions.

4. Governance of the GSP: Director

Recommendation #4: *the University should appoint a faculty member as the Director of the General Studies Program. Secondly, the University should provide some funding to this office in order to support initiatives that will benefit the GSP.*

The GSP has enjoyed a series of capable directors over the last several years and this has resulted in a strong program. Because of the broad scope of the GSP and the considerable number of governance issues that arise, it is desirable to continue the practice of appointing a Director of the General Studies Program. The Director has the opportunity to enhance greatly the student-learning opportunities in the GSP. For instance, on several occasions during my visit faculty members told me of the efforts by Alan Jenkins, in his capacity as Director of the General Studies Program several years ago, to convince faculty to develop or refine pre-existing courses that would meet the writing-intensive requirement. I congratulate Dr. Jenkins on his hard work, for these classes do much to complement the liberal arts education at UNK.

The director should be a senior member of the UNK faculty who already has considerable familiarity with and experience in teaching GSP courses. It is desirable for the position to be full-time; if the position is not designated as full-time, the director should teach no more than one course, preferably in the GSP. Because the responsibilities of the position are several and may take some time to master, the director should be hired with the expectation that s/he will serve in this capacity for a multiple year period (e.g., three years).

The responsibilities for the position should include:

1. providing assistance to the GSP Council;

2. overseeing the assessment of the GSP;
3. serving as a resource for advising in the GSP (see **Part VIII. Advising in the GSP**, pp. 20-22);
4. assisting faculty who propose courses to fulfill GSP requirements;
5. soliciting writing-intensive and cultural-diversity courses from the faculty; and
6. overseeing discussion of the future of "Category VIII: Capstone Course" (see above, [Part II. Structure of the GSP: Modifications](#), pp. 9-11). If the University does implement a Capstone Requirement, the Director should oversee this aspect of the GSP.

The University should also try to provide some funds for the Director to finance initiatives that will enhance the GSP. These projects would potentially include professional development opportunities (e.g., working with faculty to enhance interdisciplinary elements in their classes); workshops on creating course proposals to fulfill specific GSP requirements; training in assessment procedures; and advising. Because of the important duties associated with the director, the individual who fills this position must be able to go beyond the role of a manager and take a leading role in initiating these activities.

5. [Governance of the GSP: General Studies Council](#)

***Recommendation #5:** the University should restructure the membership and procedures of the General Studies Council in order to emphasize faculty ownership of the general education curriculum.*

Over the last several years, the General Studies Council (GSC), working closely with the Director of the GSP, has been responsible for the administration of the GSP. The responsibilities of the council are very significant, for its actions affect virtually all UNK undergraduates. The faculty also has a considerable interest in the activities of the GSC. In addition to their traditional role as "owners of the curriculum," faculty members teach the classes that the GSC judges appropriate or inappropriate for the program **and** they depend on the program to provide a foundation in the liberal arts for students that will major in their programs. During my visit to the UNK campus, I did not hear a single person disagree with these principles; rather, I heard them repeated in various forms over the two days I spent on campus.

Past and present members of the GSC should be congratulated for their efforts: by all accounts the GSP offers students a rigorous liberal education, and the GSC has been greatly responsible for this success. However, I repeatedly heard comments that in recent years the GSC has not been able to respond to faculty concerns in an efficient manner. The issues that arose most consistently dealt with **(1)** uncertainty about the way in which changes to the GSP could be made (~~see **Part VI. Governance of the GSP: Approval Process**, pp. 17-18 for a discussion of this~~

issue); (2) claims that the GSC was unduly influenced by *ex officio* members who prevented any meaningful change to or examination of the GSP; and (3) a belief that the faculty members serving on the GSC were often junior members of the faculty uncertain of their role on the council.

These issues concern me greatly. Since I have had only a limited time to familiarize myself with the GSC and its many activities, it is hard for me to evaluate these claims. However, I must reiterate that I heard them expressed on several occasions in public and private settings. Based on these concerns and my personal observations, I recommend that the University restructure the membership of the GSC in order to enhance the faculty's ownership of the general education program:

1. the GSC should be comprised of eleven voting members and one non-voting *ex officio* member (however, see point #5 below):
 - a. each of the four colleges should provide two voting members. Preferably these two individuals will come from different departments and areas (e.g., for the College of Natural and Social Sciences, one should come from the social sciences and the other from the natural sciences);
 - b. two students should serve as voting members;
 - c. a representative from the library should serve as a voting member; and
 - d. the Registrar should serve as an *ex officio* non-voting member.
2. faculty members should be elected by their respective colleges for a set term of two years; in each college these terms should be staggered, so every year a college will have a junior and senior member;
3. preferably all faculty representatives will be senior members who teach in the GSP; and
4. University departments and colleges should consider a faculty person's membership on the GSC as significant university service in promotion and tenure decisions.

In addition to these steps above, I also suggest that the University consider an additional point:

5. expand the number of faculty members on the GSC so that the council will be more representative of the faculty body.

Because the departments of three of the colleges are distinct, effective representation on the GSC is difficult to achieve. If, on the other hand, the GSC were restructured to include three or four members from each college, with the understanding that no one department would provide more than a single representative, faculty interests and departmental perspectives would be better reflected. I believe that it is important, however, that each college retain equal representation on the GSC.

6. Governance of the GSP: Approval Process

Recommendation #6: *the University should clarify and publicize the approval process by which changes to the General Studies Program may be proposed and made.*

On several occasions during my visit I heard faculty members express frustration with the procedures by which classes are proposed to fulfill requirements in the GSP. These comments extended from concerns that the various steps of approval process were not well publicized to a belief that the General Studies Council has changed the voting process from year to year or even from meeting to meeting to suit their immediate interests. One individual even felt that the administration was deliberately encouraging the Council to do this in order to prevent faculty members from submitting new courses. A second issue expressed by faculty members dealt with the jurisdiction of the GSC over writing intensive and cultural diversity course proposals. Technically these two requirements are not part of the GSP, yet the GSC has been voting on them.

What concerned me the most about the approval process for GSP courses, however, is the effect the lack of well-publicized procedures. If the faculty views the approval process for course submissions as secretive, inconsistent, or Byzantine, they may become cynical and feel that they have little ownership of the general education program. Consequently, I urge the University to take immediate action to identify and publicize the procedures **(1)** by which courses may be added to or removed from the GSP and **(2)** by which changes to the structure of the GSP itself may be initiated and made. The Faculty Senate, acting in concert with the administration, should identify these appropriate procedures. This information should be of such detail that it is clear to any faculty member what actions s/he must take in order to initiate a proposal to add a course to the GSP.

Furthermore, the voting procedures of the General Studies Council should be clarified and publicized. I heard a variety of explanations for what constitutes a vote of approval (e.g., one person claimed that it was a bare majority of the eight faculty members; another person said that six faculty members had to vote in favor of a measure; another person said a majority of GSC members present was required; another person said that three of the four colleges must support a course proposal in order to approve it). Even if my suggested changes to the membership of the GSC are not adopted (see above, Part V. Governance of the GSP: General Studies Council, pp. 15-17), I hope that the University will see fit to review and clarify the Council's voting procedures.

As a final recommendation regarding the GSC, I suggest that the University clarify the Council's jurisdiction over writing intensive and cultural diversity courses. Since these classes are not part

of the GSP, why has the GSC been examining them? No one that I talked to understood why they were brought before the GSC. Secondly, if the University determines that these two curricular features have become *de facto* elements of the GSP, is it really necessary for the entire GSC to approve new submissions? Could some other committee or person approve these proposals? For instance, is it desirable to assign the task of examining and approving writing intensive and cultural diversity courses to the Director of the GSP? This approach would give the GSC the time necessary to consider some of the larger policy issues I have identified throughout this review.

7. Assessment of the GSP

Recommendation #7: *the University should design a plan to assess the General Studies Program. Secondly, the University should identify and implement specific instruments by which it will evaluate the strengths and weaknesses of the General Studies Program.*

One of the greatest transformations in higher education over the last twenty years has been the emphasis placed on assessment. Even within the last decade the importance of assessment in matters of accreditation has increased significantly. However, an interest in assessment extends far beyond the practical issues such as accreditation and accountability to the stakeholders of a university. Above all, a culture of assessment demonstrates a commitment to identifying and correcting problem areas in the curriculum. Lying at the heart of any assessment of the general education curriculum should be an ethos of self-reflection that will allow the institution to measure and improve the effectiveness of student learning in each of the eight GSP categories.

I encourage the University to identify a variety of quantitative and qualitative measures by which it will undertake this task. For instance, UNK may decide to use quantitative measurements such as student achievement on nationally-normed exams and indicators of student attitudes. Many qualitative instruments are also available, including focus groups and interviews of individual students; graduation and/or GSP portfolios; and surveys of alumni and employers. Because the quantitative and qualitative measures provide different types of data, the University should adopt a mixture of the two instead of relying exclusively on just one type of instrument.

Already the Faculty Senate has taken some initial steps by appointing a subcommittee to consider how the GSP should be assessed and to identify appropriate assessment instruments. Fortunately there are many organizations and resources that will aid its efforts. Several associations, such as the **American Association for Higher Education (AAHE)** (<http://www.aahe.org/>), sponsor workshops and conferences that consider multiple issues in assessment. Other organizations, such as the **Council for Higher Education Accreditation** (<http://www.chea.org/>), provide information for specific applications and uses of assessment data. The growth of the World Wide Web has led to the appearance of web sites that provide much information, such as the **ERIC Clearinghouse on Assessment and Evaluation** (<http://ericae.net>). I also believe that the University should contact peer institutions in order to share resources and to learn from their experiences.

Finally, the University should also establish a policy regarding its assessment of individual classes in the GSP. Because the periodic review of GSP classes would entail a significant

commitment of faculty and administrative time, UNK should determine what is appropriate for its campus. In order to spark a dialogue, I pose several key questions that must be answered:

1. once a class has been approved to fulfill the requirements of a specific area of the GSP, will its suitability ever be reviewed again?
2. if the University decides to review its list of previously approved GSP classes periodically, who will undertake this effort? the General Studies Council? individual academic departments? the assessment committee itself?
3. how often should this review take place?

8. Advising in the GSP

Recommendation #8: *the University should emphasize the importance of advising in the General Studies Program.*

The student focus groups expressed concern with the quality of advising students were receiving for the GSP curriculum. Several of the students, faculty members, and staff members with whom I spoke felt that some advisors were causing students to devalue the objectives of the GSP by telling them that it did not matter which class they took to fulfill a requirement. Some individuals felt that poor advising resulted in students having to take more than 45 hours in order to finish the program. Certainly the flexibility of the program, which allows students some choice in the classes they take, can cause confusion. Furthermore, because some programs require specific courses within the GSP for their majors, inadequate planning may cause some students to take more than the minimum of 45 hours. Students who change from one major to another may discover that they need to take some classes even though they had completed the GSP requirements as identified by their original major. Finally, students and faculty members with whom I talked observed that students who were trying to transfer in credit for writing intensive and cultural diversity classes met with special difficulties. Since most UNK undergraduates complete these elements as part of their GSP, students who transfer in with AA degrees need to rely on their major programs to provide this coursework. If their programs do not provide sufficient opportunities for these classes, transfer students often have to take "extra" GSP courses to complete the minimum number of writing intensive and cultural diversity classes.

This final issue lies primarily outside the scope of advising (it will be addressed only by major programs providing more writing intensive and cultural diversity classes). However, several steps could be taken to address student concerns with advising. First, the faculty and students should be encouraged to take advantage of the support of the Academic Advising Center. I met with its director, Mary Daake, and I was impressed by her willingness to provide assistance to advisors. She recognized the need for advisors to go beyond answering questions students may have about their semester schedules: advisors should also assist students in making connections between the GSP and their major programs. To a very great degree advisors are responsible for helping students make meaning of their entire undergraduate experience.

Secondly, each department should consider the means by which it can assess whether students are making timely progress through the GSP. Some departments may choose to adopt checklists, while others may prefer flow charts to ensure an appropriate sequencing of classes. Still other

departments may identify a four-year schedule for each advisee and indicate which GSP areas should be completed each semester. Some UNK departments have already been practicing one of these procedures for a long time and they will be able to serve as models for other departments to emulate. I suspect that some of the "poor" advising identified by students is due to the disparity of advising practices among the academic disciplines. Once the University adopts some expectations for advising and establishes a general consistency among the departments, I believe that students will be more satisfied with the advising they receive.

Finally, I also recommend that each department identify one individual who will accept special advising responsibilities. This individual will be the designated "expert" to whom other departmental advisors may direct questions about the GSP. This individual will also serve as liaison between his/her academic discipline and the Academic Advising Center and the Director of the General Studies Program.

9. Name of the GSP

Recommendation #9: *the University should reconsider the name of the General Studies Program.*

Several faculty members were concerned that the name "General Studies Program" inadequately describes the content and intent of the University's general educational curriculum. Furthermore, they hypothesized, this non-descriptive name may lead many members of the UNK community, including students and faculty, to devalue the program. Other individuals noted that the name of the program is similar to the major in General Studies and that this has led to confusion among students. My own feeling is that the title carries a connotation of "generic" and does not adequately express the significant role the GSP plays on the UNK campus. Consequently, I encourage the University to consider changing the name of the GSP to reflect better the important liberal education goals of the program.

Several possibilities were mentioned during my visit:

1. Liberal Studies Program
2. Liberal Arts Program
3. Undergraduate Curriculum
4. General Education Program
5. Studies in the Liberal Arts
6. Liberal Arts and Sciences Curriculum

- Concluding Remarks

Concluding Remarks

In closing I wish to commend the University faculty and administration for the assistance they provided me in reviewing the GSP. The nine faculty members of the review team presented the perspectives of their individual colleges; in doing so, they represented their interests in a collegial fashion, yet they were able to "step back" and consider the larger picture of the

institution. The representative from the library, Mary Barton, was very helpful in providing the perceptions of the staff. The entire University community should be proud of the efforts of the three student members on the review team: they stand as fine representatives of the student body. I also wish to acknowledge the assistance of Dr. Ken Nikels, Dean of Graduate Studies and Research, and Dr. Charles Bicak, Professor of Biology, who coordinated many of my efforts and made the entire review process a productive and enjoyable experience.

The insights and suggestions of the entire review team are incorporated into this report whenever possible. Some individuals may disagree with some of my specific observations and suggestions, but on most of the issues I have identified in the report, the team was able to achieve a consensus. I also tried to address the opinions and concerns that were expressed to me by the many faculty members and administrators with whom I spoke. As I constructed this report it quickly became apparent that I would be able to respond to all the comments that I received. As an alternative I have tried to address the underlying issues that I perceived to be the source for the remarks I heard.

I encourage the University to continue emphasizing the importance of its general education program. The GSP, in its present incarnation, provides a rigorous and challenging curriculum; the University is accurate when it characterizes the program as an "extensive general studies curriculum that emphasizes the liberal arts." Just as important to the success of UNK's general education curriculum, however, is the dedication that the faculty has shown for supporting the program. The passion with which the faculty members presented their views about the GSP and its many elements indicated to me that they care very deeply about the educational experience their students receive. UNK undergraduates are fortunate to have such a talented and dedicated group of individuals who teach in the GSP.

Finally, I encourage the University not to "rest on its laurels." Students and faculty have provided a consistent message that student learning could be enhanced by addressing several areas of the program; new concerns, such as the growing importance of assessment in accreditation matters, demands that University make some modifications to the GSP. In addition to the recommendations I have made in this report, I have also identified several areas of discussion that merit further consideration and discussion by the University community. I encourage the faculty and administration to engage in an open dialogue to address these issues.

Respectfully submitted,

Dr. David Christiansen
Director of Interdisciplinary Studies
Truman State University

December 20, 2001

APPENDIX F

GS Program Assessment Report 2005-2006

Overview of Assessment Procedure

Assessment of the General Studies (GS) program in 2005-06 included direct and indirect measures of student learning. Direct measures were embedded in the GS courses and reported by the departments. Indirect measures consisted of a survey of graduating students and a student focus group designed to measure satisfaction with learning outcomes. In addition, data were reviewed and analyzed from previous student and faculty surveys and from the NSSE.

These assessment activities led to a campus-wide review of the GS program in the form of Roundtable discussions facilitated by the Faculty Senate with participation from the GS Council. During 2005-06, the Roundtables and the GS Council reviewed data on student learning, as well as faculty and student opinions about the structure and effectiveness of the GS program. This extensive ongoing renewal initiative is a major result of assessment efforts at UNK.

I. Direct Measures

Departmental Assessment:

Each department offering a GS course is required to assess learning outcomes of those courses annually. The majority of GS courses were assessed during the fall semester of 2005 and most of the remaining courses during spring 2006.

Reports were submitted from all 23 departments but only 3 departments met the October 1st deadline. The lateness may be because the report is a new and unfamiliar requirement. As reports were submitted, they were checked for completeness against a 10-point rubric by the Assessment / GS graduate assistant, then by the director. Eight department reports included all of the required components. A majority of reports addressed most of the components, though one department seemed to seriously misunderstand assessment methodology and procedures and is being assisted in revising their report.

Recommendations / Actions:

- The GS director will work closely with the Assessment Office in publicizing deadlines and will stay in close contact with departments early in the assessment cycle.
- Departments will provide the name of a contact person on the report for follow up.
- The GS director has provided clear guidelines and sample reports on the GS website to standardize the format of reports and make the process easier on departments.
- The GS Council will create clear guidelines and sample assessment plans on the GS website to help departments formulate their plan that is due May 1st.
- During next assessment cycle, departments will be required to assess learning outcomes not only of the four general objectives of GS, but also for the category and perspective objectives.
- Perspective objectives will be published in the UNK catalog and put on the GS website so that departments may reference them when making assessment plans and reports.

Nationally-normed Standardized Test:

Several nationally-normed instruments were evaluated as potential direct measures of GS objectives. (Identification of potential tests began in early 2005 and more specific analysis was conducted in 2005-06.) Tests were analyzed using criteria designed by the GS Council. The tests included: College BASE, Collegiate Learning Assessment, Collegiate Assessment of Academic Proficiency, Information and Communications Technology Assessment, and the Measure of Academic Proficiency and Progress. Part of the review process included an analysis of results of a focus group who took the College BASE the spring before.

Recommendations / Actions:

- After analysis of the focus group results, the College BASE was not adopted because it did not satisfy evaluative criteria 1, 2, and 5.
- The GS Council investigated with the director of assessment and the senior vice chancellor the possibility of administering the Collegiate Learning Assessment to a pilot group during spring 2007. The discussion is ongoing.
- The GS Council and Assessment Office discussed possibly creating a summative learning instrument to assess freshmen and seniors, and piloting this during spring 2007.
- The GS Council will continue reviewing nationally-normed instruments to identify an appropriate one.

II. Indirect Measures

A Graduating Student Survey was conducted to gauge student satisfaction with their learning experience in GS courses. Further, data from prior surveys about the GS program were analyzed and used in the current GS renewal process. These included data from online surveys for students and faculty, from a student focus group, and from the NSSE.

Graduating Student Survey:

In spring 2006 the Registrar's Office administered a survey to graduating seniors to measure satisfaction with their educational experience. The GS Council developed survey items for inclusion in the survey to measure student satisfaction in meeting GS program objectives. 180 surveys returned out of 527

The sample included only those graduates (34%, 180 out of 527) who chose return the questionnaire. The data indicate a general satisfaction with their academic experiences at UNK. Significantly more students (44%) said they were academically challenged by their GS courses than those who did not (18%). Students from the College of Natural and Social Sciences (mean = 3.04) rated their ability to integrate GS course material into other classes was significantly lower than for students from the College of Fine Arts and Humanities (mean = 3.81). Students from the Colleges of Business and Technology (mean = 3.54) and Fine Arts and Humanities (mean = 3.65) rated the critical thinking and problem solving skills gained from GS courses significantly higher than students from Natural and Social Sciences (mean = 2.93).

Means for each of the seven questions in the survey were above the midpoint of 3 on a 5-point scale. Particularly high were students perceptions of how well their GS courses helped them develop skills in communication (mean=3.59), critical thinking (mean=3.44), and locating information (mean=3.41).

Recommendations / Actions:

- The GS Council discussed ways that GS courses can increase students' understanding of cultures other than their own.
- The GS Council will revise the questions for future administration of this survey to reflect other assessable GS outcomes.

Student Perception of the GS Program:

The Student Assessment Committee (SAC) created this survey to measure student perceptions of the GS Program. It is a modified form of a questionnaire given to faculty. During 2005-06 the results from the survey were shared by the SAC with the GS Council. The two groups collaborated to modify the survey to reflect changing informational needs. The renewal work of the GS Roundtable discussions have used the data in their deliberations, which showed that 61.33% of student participants agreed or strongly agreed that changes should be made in the GS program.

Faculty Questionnaire:

The faculty questionnaire addressed GS curriculum, structure, and governance. In 2005-06, data from this survey were analyzed and compared to results from the student survey. The analysis found that faculty respondents felt the program has strong support (mean=3.43) from students, faculty, graduates, trustees, and employers. However, there were some significant differences between faculty perceptions and student perceptions of the GS program.

Faculty (mean = 3.13) rated the clarity of purpose of the GS program significantly higher than did students (mean = 2.83). Faculty (mean = 2.87) rated faculty understanding of the rationale of the GS curriculum significantly lower than did students (mean = 3.34). However, faculty (mean = 3.28) rated their enthusiasm for teaching GS courses significantly higher than did students (mean = 2.66). Further, students (mean = 2.73) rated the disciplinary links between their major and the GS program significantly lower than did faculty (mean = 3.18).

Recommendations / Actions:

- Faculty will be informed about the differences in their perceptions and the students' perceptions about the GS program.
- A "Comments" section was added to the student survey for future administrations of it.
- Some questions on the student survey were revised to allow for a "Not Applicable" option.
- The next version of the student survey will focus more on students' learning experiences.
- The GS may create a survey for freshmen (Have you heard about GS?, etc.)
- The GS Council will continue to collaborate with the SAC to give the student survey annually.
- The GS Council will survey the faculty about whether they think their GS courses meet GS objectives.
- In future administrations of the faculty questionnaire, participants will report how long they have taught at UNK.
- Faculty questions will be reworded to be personalized to the participant, rather than asking what the participant believes other faculty think.

- A "Don't Know / Not Applicable" response option will be added to the faculty questionnaire.
- The GS Council will seek input from the SAC before administering the next version of the faculty questionnaire.

Student Focus Group:

The GS Council collaborated with the SAC for the purpose of conducting a student focus group, which the SAC conducted prior to the assessment cycle. Discussion items addressed their experiences with and desired improvements to the GS program. In 2005-06 the data were interpreted. The results will be disseminated, the process reviewed, and a timeline established for future focus groups.

The participants (n=6) met in a 36-minute discussion group moderated by two members of the SAC. The focus group consisted of six males and one female. Their majors were: chemistry (3), business administration (1), business marketing (1), and telecommunications (1). During the discussion, no indication was given as to their class status, transfer status, academic record, or demographics. The students were given a gift certificate to a bookstore as an incentive to participate. The discussion centered on four questions:

What do you feel is the purpose of the GS program?

Students responded that the courses make one well rounded and give opportunities to learn about different cultures. They also pointed out that GS courses give opportunities to take courses that otherwise would not have been taken.

How difficult were your GS courses compared to other courses you have taken at UNK?

Participants seemed to agree that while many GS courses seem too easy, others are challenging. They expressed the desire, however, to avoid repeating the curriculum of high school.

What are some of the strengths of the GS program and GS courses?

This question elicited some complaints about specific departments. However, several participants noted that courses in English composition and literature were very helpful in improving their communication and critical thinking skills. Math courses were also thought to be beneficial, especially for major courses that require the use of math, such as advanced economics.

What changes would you like to see in the current GS program?

The participants seemed to believe that attendance in GS courses should be mandatory and that instructors should take roll to enforce it.

Recommendations / Actions:

- Results of the student focus group will be reported to participants of the Roundtable on renewal of the GS program.
- The GS Council initiated discussions about setting guidelines on academic rigor for GS courses. The discussions are ongoing in the GS Council and were presented to participants of the GS Roundtables. The Roundtables are currently considering setting guidelines to address academic standards.
- The GS Council will revise the focus group discussion questions and is planning possible future student focus groups on various aspects of the GS program.

National Survey of Student Engagement (NSSE):

The NSSE was administered prior to the assessment cycle to establish baseline data and will be administered again in spring 2007. In 2005-06, the GS Council and Dr. Deborah Bridges, a member of the GS Council, prepared an extensive data analysis of previous administrations of the NSSE. They also outlined direct linkages between NSSE questions and the four Objectives of GS. The GS Council met several times to consider how the data should influence the renewal work of the GS Roundtable.

Recommendations / Actions:

- NSSE results and analysis were put on the GS website and disseminated to the members of the GS Roundtable for their consideration during the process of renewing the GS program.
- The GS Council discussed the analysis of NSSE data in deliberations about creating standards for academic rigor.
- The GS Council will continue to analyze NSSE data also for use in the work of campus committees on student success and retention in GS courses.
- Future administrations of NSSE will show trends that will be used in creating assessable objectives for the emerging new GS program.

III. Evaluation of the Assessment Process

The GS assessment process in 2005-06 was somewhat hindered because it is a new requirement, and because there was administrative turnover in the Director of GS and in the Office of Assessment. It was difficult to obtain timely GS assessment reports from departments, some of which confused them with the major/minor reports that have been required for some years. Also, because some departments lack experience in assessment, the quality of assessment plans and reports was somewhat uneven.

Recommendations / Actions

- The GS Council will work to streamline and clarify the GS assessment process.
- Departments should be notified before fall semester if there are inconsistencies or other problems in their GS assessment plans.

APPENDIX G

Student Survey and Faculty Questionnaire about GS

Student Survey – fall 2006

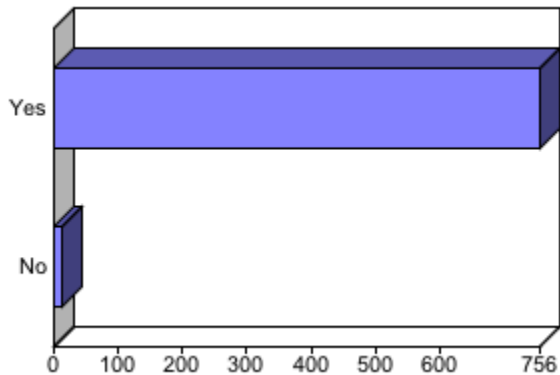
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Summary report

Lists all the questions in the survey and displays summary information for each question. Text input is not included.

Report date: Tuesday, November 21, 2006 4:04 PM
Start date: Tuesday, October 24, 2006 12:00 PM
Stop date: Tuesday, November 21, 2006 3:00 PM
Stored responses: 768
Completed responses: 606

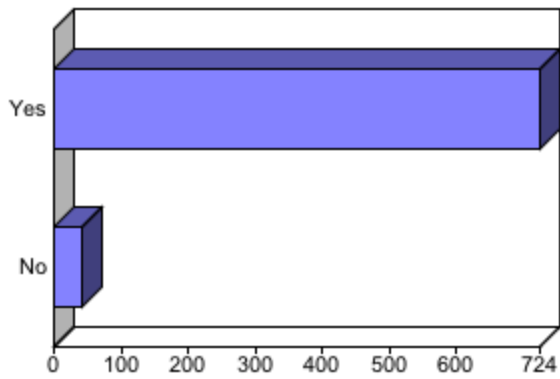
1. Are you 18 years of age or older?



Item	Count	Percent	Cum. count	Cum. percent
Yes	756	98.57%	756	98.57%
No	11	1.43%	767	100.0%
Total	767	100%	767	100%

Total responses: 767

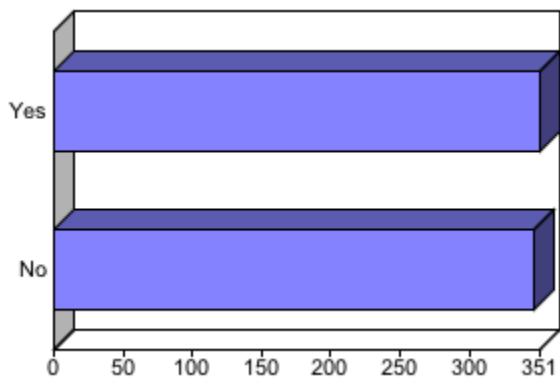
2. Have you taken any General Studies course(s) at UNK?



Item	Count	Percent	Cum. count	Cum. percent
Yes	724	94.39%	724	94.39%
No	43	5.61%	767	100.0%
Total	767	100%	767	100%

Total responses: 767

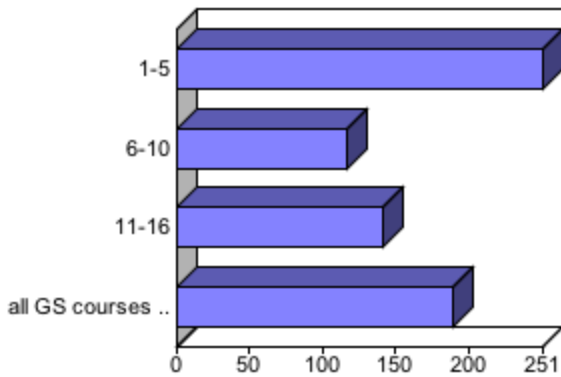
3. Have you taken any GS courses at other institutions?



Item	Count	Percent	Cum. count	Cum. percent
Yes	351	50.36%	351	50.36%
No	346	49.64%	697	100.0%
Total	697	100%	697	100%

Total responses: 697

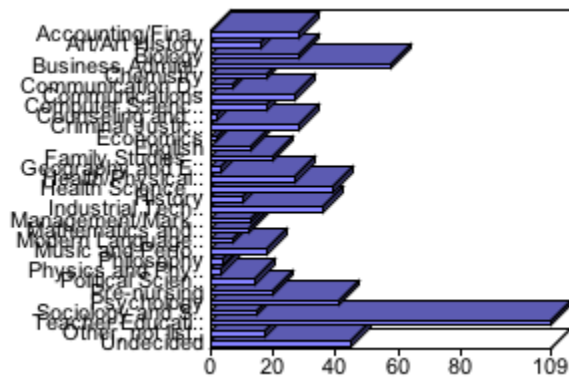
4. How many GS courses have you taken at UNK?



Item	Count	Percent	Cum. count	Cum. percent
1-5	251	35.96%	251	35.96%
6-10	117	16.76%	368	52.72%
11-16	141	20.2%	509	72.92%
all GS courses finished	189	27.08%	698	100.0%
Total	698	100%	698	100%

Total responses: 698

5. In what department is your major (if decided)?

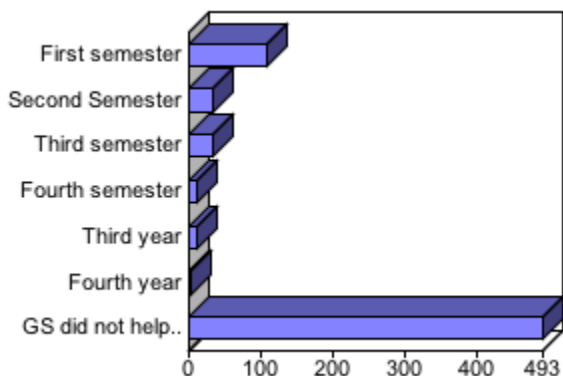


Item	Count	Percent	Cum. count	Cum. percent
Accounting/Finance	28	4.01%	28	4.01%
Art/Art History	16	2.29%	44	6.3%
Biology	28	4.01%	72	10.32%
Business Administration/Business Education	58	8.31%	130	18.62%
Chemistry	18	2.58%	148	21.2%
Communication Disorders	7	1.0%	155	22.21%
Communications	27	3.87%	182	26.07%
Computer Science and Information Systems	18	2.58%	200	28.65%

Counseling and School Psychology	2	0.29%	202	28.94%
Criminal Justice	28	4.01%	230	32.95%
Economics	2	0.29%	232	33.24%
English	13	1.86%	245	35.1%
Family Studies and Interior Design	20	2.87%	265	37.97%
Geography and Earth Sciences	3	0.43%	268	38.4%
Health/Physical Education/and Leisure Studies	27	3.87%	295	42.26%
Health Science Programs	39	5.59%	334	47.85%
History	10	1.43%	344	49.28%
Industrial Technology	36	5.16%	380	54.44%
Management/Marketing	13	1.86%	393	56.3%
Mathematics and Statistics	12	1.72%	405	58.02%
Modern Languages	7	1.0%	412	59.03%
Music and Performing Arts	18	2.58%	430	61.6%
Philosophy	4	0.57%	434	62.18%
Physics and Physical Science	3	0.43%	437	62.61%
Political Science	14	2.01%	451	64.61%
Pre-nursing	20	2.87%	471	67.48%
Psychology	41	5.87%	512	73.35%
Sociology and Social Work	15	2.15%	527	75.5%
Teacher Education	109	15.62%	636	91.12%
Other, not listed above	17	2.44%	653	93.55%
Undecided	45	6.45%	698	100.0%
Total	698	100%	698	100%

Total responses: 698

6. If taking a GS course(s) helped you to select a major, when did this occur?

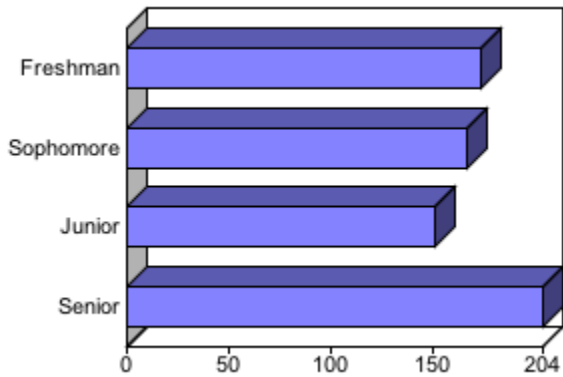


Item	Count	Percent	Cum. count	Cum. percent
First semester	110	15.8%	110	15.8%
Second Semester	34	4.89%	144	20.69%
Third semester	34	4.89%	178	25.57%
Fourth semester	10	1.44%	188	27.01%
Third year	12	1.72%	200	28.74%

Fourth year	3	0.43%	203	29.17%
GS did not help in selection	493	70.83%	696	100.0%
Total	696	100%	696	100%

Total responses: 696

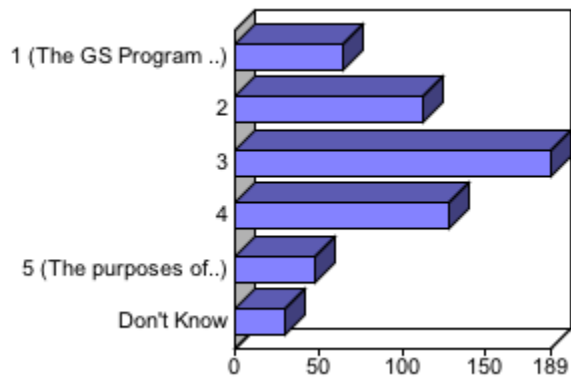
7. What is your current classification status?



Item	Count	Percent	Cum. count	Cum. percent
Freshman	174	25.0%	174	25.0%
Sophomore	167	23.99%	341	48.99%
Junior	151	21.7%	492	70.69%
Senior	204	29.31%	696	100.0%
Total	696	100%	696	100%

Total responses: 696

8. Purpose

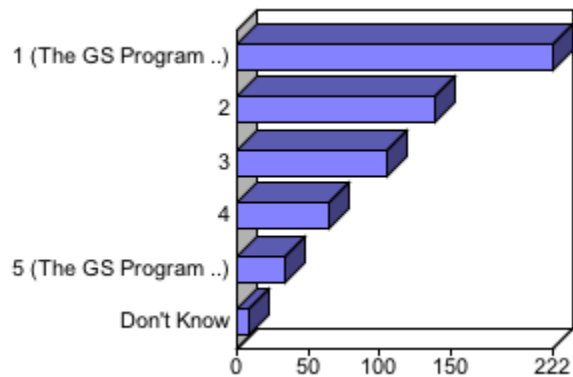


The GS	1	2	3	4	5	The	Don't	Total
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Program is characterized by an absence of clarity about the purpose of the program.						purposes of the GS Program are explicit, and clear for both the students and faculty.	Know	
Count	65	112	189	128	48		30	572
Percent	11.36%	19.58%	33.04%	22.38%	8.39%		5.24%	100%
Cum. count	65	177	366	494	542		572	572
Cum. percent	11.36%	30.94%	63.99%	86.36%	94.76%		100.0%	100%
Cum. sum	65	289	856	1368	1608		-	1608

Average : 2.97
 Median: 0.0

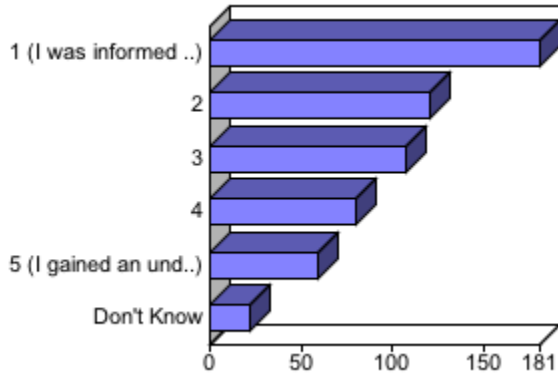
9. Goals



The GS Program is expressed primarily as a list of courses that students must take.	1	2	3	4	5	The GS Program is expressed primarily as a set of goals for student learning and development.	Don't Know	Total
Count	222	139	105	64	34		8	572
Percent	38.81%	24.3%	18.36%	11.19%	5.94%		1.4%	100%
Cum. count	222	361	466	530	564		572	572
Cum. percent	38.81%	63.11%	81.47%	92.66%	98.6%		100.0%	100%
Cum. sum	222	500	815	1071	1241		-	1241

Average : 2.2
 Median: 0.0

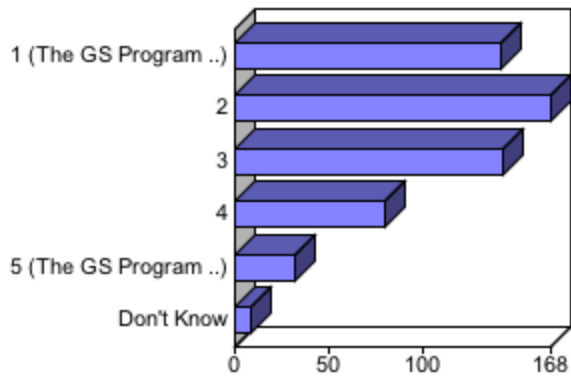
10. Student Understanding



I was informed about the GS Program primarily through UNK's institutional catalog.	1	2	3	4	5	I gained an understanding of the GS Program through orientation, brochures, workshops, etc.	Don't Know	Total
Count	181	121	108	80	59		22	571
Percent	31.7%	21.19%	18.91%	14.01%	10.33%		3.85%	100%
Cum. count	181	302	410	490	549		571	571
Cum. percent	31.7%	52.89%	71.8%	85.81%	96.15%		100.0%	100%
Cum. sum	181	423	747	1067	1362		-	1362

Average 2.48
 :
 Median: 0.0

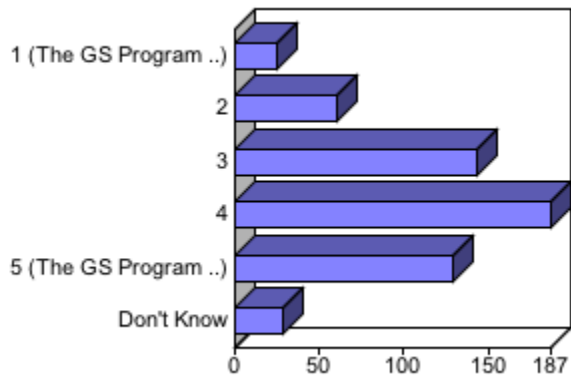
11. Coherence



The GS Program is made up of many unrelated courses.	1	2	3	4	5	The GS Program is a coherent whole whose courses are interrelated.	Don't Know	Total
Count	141	168	142	80	32		9	572
Percent	24.65%	29.37%	24.83%	13.99%	5.59%		1.57%	100%
Cum. count	141	309	451	531	563		572	572
Cum. percent	24.65%	54.02%	78.85%	92.83%	98.43%		100.0%	100%
Cum. sum	141	477	903	1223	1383		-	1383

Average 2.46
 :
 Median: 0.0

12. Values and Social Responsibility

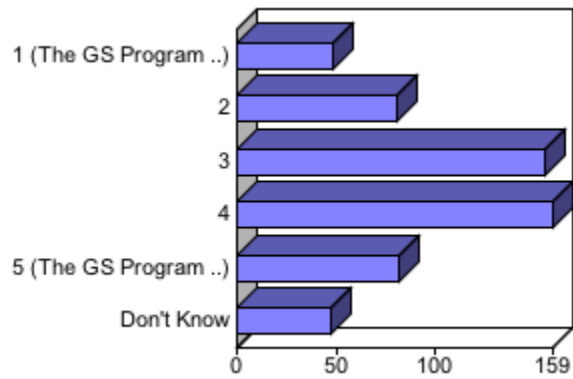


The GS Program does not include political, moral, or ethical	1	2	3	4	5	The GS Program includes political, moral, and	Don't Know	Total
	32	70	150	187	142		32	513

dimensions.						ethical dimensions.		
Count	25	60	143	187	129		28	572
Percent	4.37%	10.49%	25.0%	32.69%	22.55%		4.9%	100%
Cum. count	25	85	228	415	544		572	572
Cum. percent	4.37%	14.86%	39.86%	72.55%	95.1%		100.0%	100%
Cum. sum	25	145	574	1322	1967		-	1967

Average 3.62
:
Median: 0.0

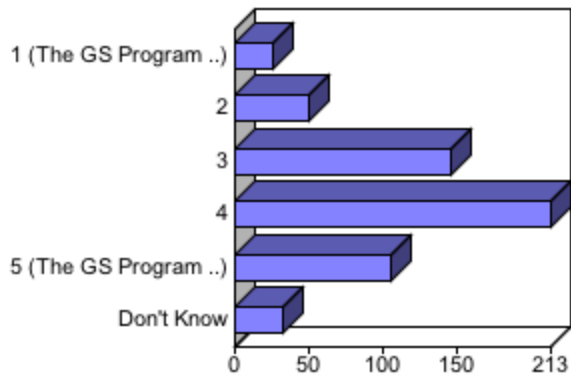
13. Global Perspective



The GS Program does not give special attention to international and global issues.	1	2	3	4	5	The GS Program recognizes the internationalization of America's interests and concerns.	Don't Know	Total
Count	48	81	155	159	82		47	572
Percent	8.39%	14.16%	27.1%	27.8%	14.34%		8.22%	100%
Cum. count	48	129	284	443	525		572	572
Cum. percent	8.39%	22.55%	49.65%	77.45%	91.78%		100.0%	100%
Cum. sum	48	210	675	1311	1721		-	1721

Average 3.28
:
Median: 0.0

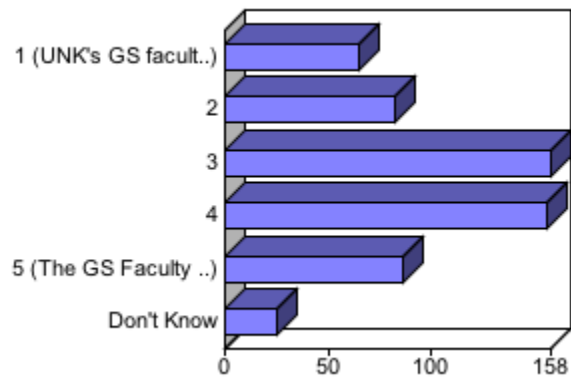
14. Multiculturalism



The GS Program has no multicultural or diversity component.	1	2	3	4	5	The GS Program recognizes the richness and changing composition of the US.	Don't Know	Total
Count	25	50	146	213	105		33	572
Percent	4.37%	8.74%	25.52%	37.24%	18.36%		5.77%	100%
Cum. count	25	75	221	434	539		572	572
Cum. percent	4.37%	13.11%	38.64%	75.87%	94.23%		100.0%	100%
Cum. sum	25	125	563	1415	1940		-	1940

Average : 3.6
 Median: 0.0

15. Student Experience

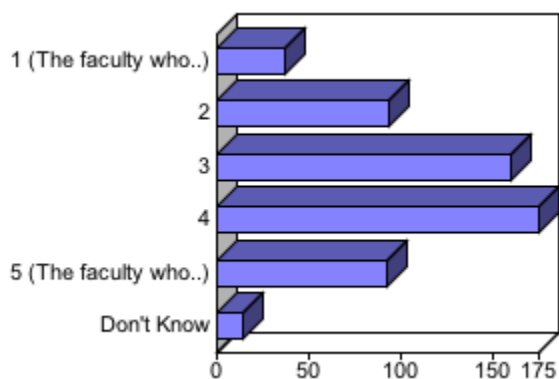


UNK's GS faculty members do not take	1	2	3	4	5	The GS Faculty takes seriously	Don't Know	Total
	75	90	158	158	90		33	572

seriously students' opinions and ideas.						students' opinions and ideas.		
Count	65	82	158	156	86		25	572
Percent	11.36%	14.34%	27.62%	27.27%	15.03%		4.37%	100%
Cum. count	65	147	305	461	547		572	572
Cum. percent	11.36%	25.7%	53.32%	80.59%	95.63%		100.0%	100%
Cum. sum	65	229	703	1327	1757		-	1757

Average 3.21
 :
 Median: 0.0

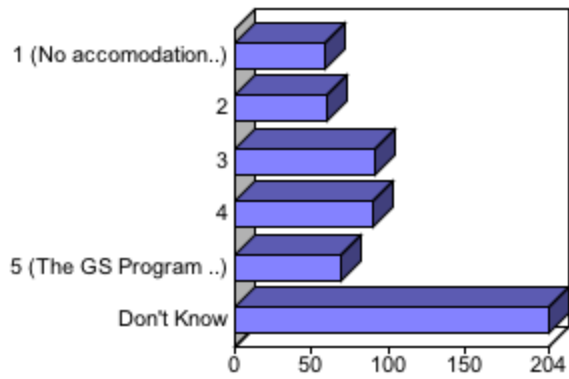
16. Student Differences



The faculty who teach our GS courses are not responsive to individual student needs.	1	2	3	4	5	The faculty who teach our GS courses are responsive to individual student needs.	Don't Know	Total
Count	37	94	160	175	92		14	572
Percent	6.47%	16.43%	27.97%	30.59%	16.08%		2.45%	100%
Cum. count	37	131	291	466	558		572	572
Cum. percent	6.47%	22.9%	50.87%	81.47%	97.55%		100.0%	100%
Cum. sum	37	225	705	1405	1865		-	1865

Average 3.34
 :
 Median: 0.0

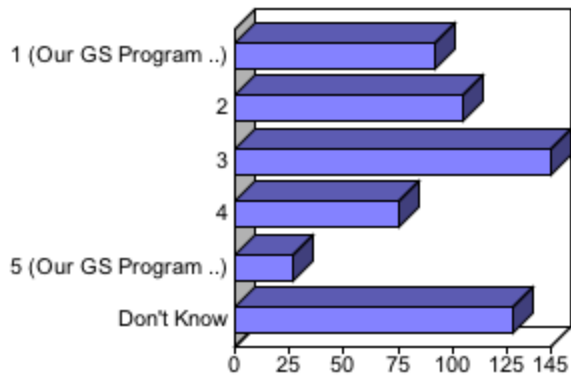
17. Transferring



No accommodation is made for transfer students to meet GS course requirements.	1	2	3	4	5	The GS Program is structured to ensure that students can transfer to UNK without credit loss.	Don't Know	Total
Count	58	60	91	90	69		204	572
Percent	10.14%	10.49%	15.91%	15.73%	12.06%		35.66%	100%
Cum. count	58	118	209	299	368		572	572
Cum. percent	10.14%	20.63%	36.54%	52.27%	64.34%		100.0%	100%
Cum. sum	58	178	451	811	1156		-	1156

Average 3.14
 :
 Median: 0.0

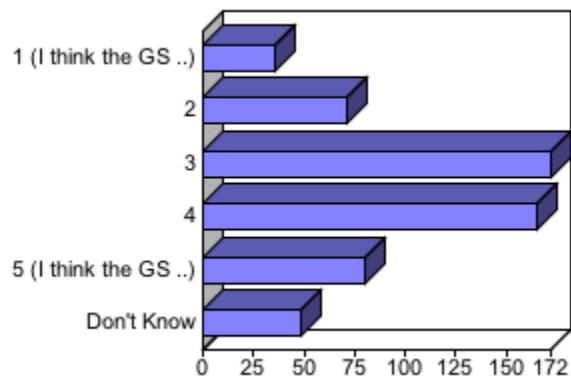
18. Continual Change



Our GS Program appears to be static with little change over time.	1	2	3	4	5	Our GS Program appears to continually be improved due to periodic evaluations.	Don't Know	Total
Count	92	105	145	75	27		128	572
Percent	16.08%	18.36%	25.35%	13.11%	4.72%		22.38%	100%
Cum. count	92	197	342	417	444		572	572
Cum. percent	16.08%	34.44%	59.79%	72.9%	77.62%		100.0%	100%
Cum. sum	92	302	737	1037	1172		-	1172

Average : 2.64
 Median: 0.0

19. Faculty Experience

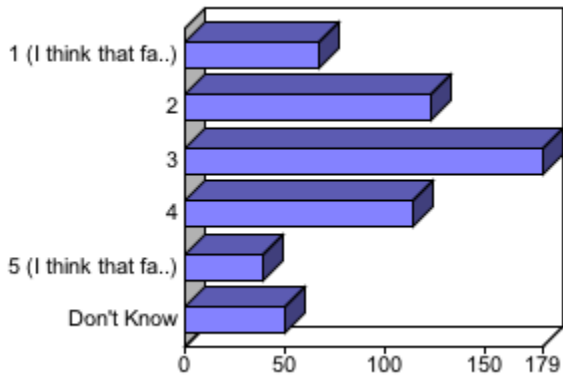


I think the GS faculty have little or no	1	2	3	4	5	I think the GS faculty have a good	Don't Know	Total
	35	75	172	165	85		55	587

understanding of the purpose/rationale of the GS program.						understanding of the purpose/rationale of the GS program.		
Count	36	71	172	165	80		48	572
Percent	6.29%	12.41%	30.07%	28.85%	13.99%		8.39%	100%
Cum. count	36	107	279	444	524		572	572
Cum. percent	6.29%	18.71%	48.78%	77.62%	91.61%		100.0%	100%
Cum. sum	36	178	694	1354	1754		-	1754

Average 3.35
 :
 Median: 0.0

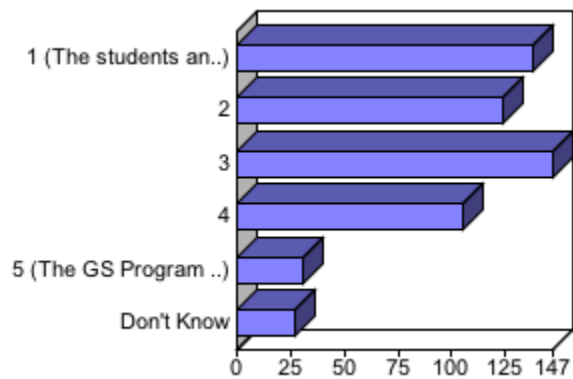
20. Teaching



I think that faculty and chairs regard teaching GS courses as a burden and a service to non-majors.	1	2	3	4	5	I think that faculty and chairs regard teaching GS courses as an opportunity and an honor.	Don't Know	Total
Count	67	123	179	114	39		50	572
Percent	11.71%	21.5%	31.29%	19.93%	6.82%		8.74%	100%
Cum. count	67	190	369	483	522		572	572
Cum. percent	11.71%	33.22%	64.51%	84.44%	91.26%		100.0%	100%
Cum. sum	67	313	850	1306	1501		-	1501

Average 2.88
 :
 Median: 0.0

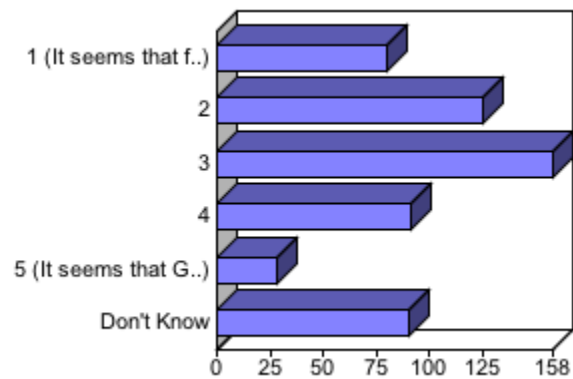
21. Faculty-Student Interactions



	1	2	3	4	5	The GS Program fosters close interactions between students and faculty outside of classes.	Don't Know	Total
Count	138	124	147	105	31		27	572
Percent	24.13%	21.68%	25.7%	18.36%	5.42%		4.72%	100%
Cum. count	138	262	409	514	545		572	572
Cum. percent	24.13%	45.8%	71.5%	89.86%	95.28%		100.0%	100%
Cum. sum	138	386	827	1247	1402		-	1402

Average : 2.57
 Median: 0.0

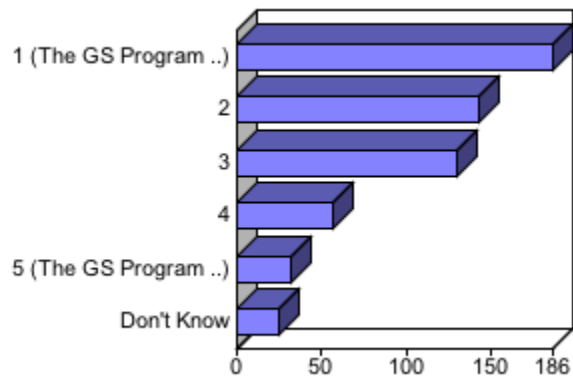
22. Faculty Community



It seems that faculty members teach their own GS courses without consultation with other faculty.	1	2	3	4	5	It seems that GS faculty interact across disciplines to projects & team planning.	Don't Know	Total
Count	80	125	158	91	28		90	572
Percent	13.99%	21.85%	27.62%	15.91%	4.9%		15.73%	100%
Cum. count	80	205	363	454	482		572	572
Cum. percent	13.99%	35.84%	63.46%	79.37%	84.27%		100.0%	100%
Cum. sum	80	330	804	1168	1308		-	1308

Average : 2.71
 :
 Median: 0.0

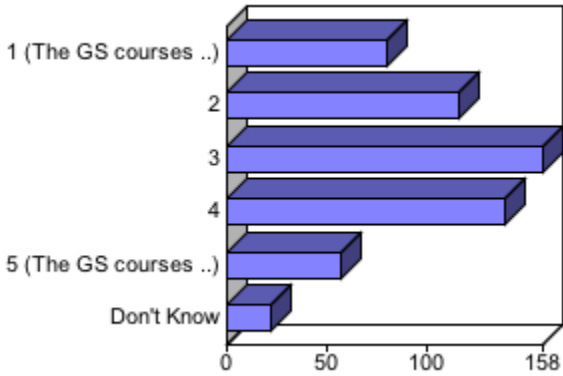
23. Image



The GS Program is seen as an obstacle that stands in the way of taking majors courses.	1	2	3	4	5	The GS Program is an important selling point in recruiting other students to UNK.	Don't Know	Total
Count	186	143	130	56	32		25	572
Percent	32.52%	25.0%	22.73%	9.79%	5.59%		4.37%	100%
Cum. count	186	329	459	515	547		572	572
Cum. percent	32.52%	57.52%	80.24%	90.03%	95.63%		100.0%	100%
Cum. sum	186	472	862	1086	1246		-	1246

Average : 2.28
 :
 Median: 0.0

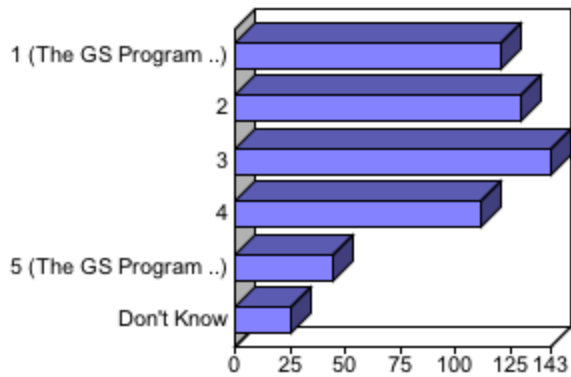
24. Disciplinary Links



The GS courses do not provide a foundation for coursework students encounter in their majors.	1	2	3	4	5	The GS courses provide an important foundation for coursework students encounter in their majors.	Don't Know	Total
Count	80	116	158	139	57		22	572
Percent	13.99%	20.28%	27.62%	24.3%	9.97%		3.85%	100%
Cum. count	80	196	354	493	550		572	572
Cum. percent	13.99%	34.27%	61.89%	86.19%	96.15%		100.0%	100%
Cum. sum	80	312	786	1342	1627		-	1627

Average 2.96
 :
 Median: 0.0

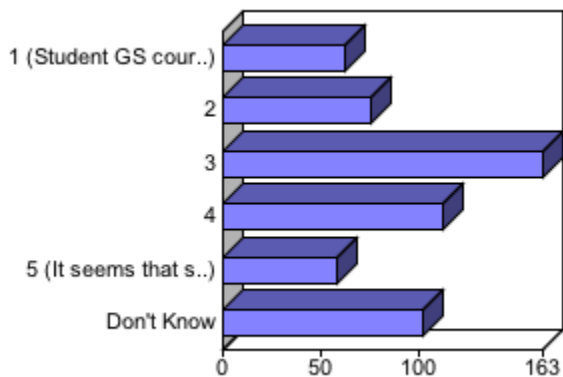
25. Co-Curricular Activities



The GS Program is focused exclusively on classroom teaching and learning.	1	2	3	4	5	The GS Program recognizes that valuable student experiences occur in and out of the classroom.	Don't Know	Total
Count	120	129	143	111	44		25	572
Percent	20.98%	22.55%	25.0%	19.41%	7.69%		4.37%	100%
Cum. count	120	249	392	503	547		572	572
Cum. percent	20.98%	43.53%	68.53%	87.94%	95.63%		100.0%	100%
Cum. sum	120	378	807	1251	1471		-	1471

Average : 2.69
 Median: 0.0

26. Course Evaluation

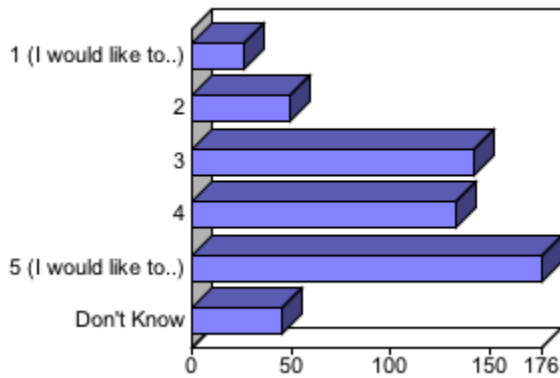


Student GS	1	2	3	4	5	It seems	Don't	Total
	65	75	163	115	65	115		

course evaluation is an expectation, but does not occur in all courses.						that student GS course evaluation is important in deciding what courses will be offered.	Know	
Count	62	75	163	112	58		102	572
Percent	10.84%	13.11%	28.5%	19.58%	10.14%		17.83%	100%
Cum. count	62	137	300	412	470		572	572
Cum. percent	10.84%	23.95%	52.45%	72.03%	82.17%		100.0%	100%
Cum. sum	62	212	701	1149	1439		-	1439

Average 3.06
 :
 Median: 0.0

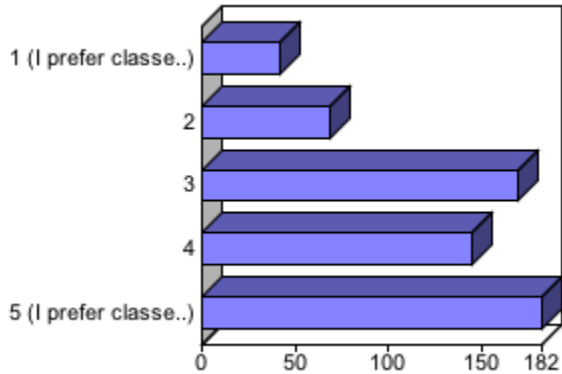
27. Changes



I would like to see the GS Program stay the same.	1	2	3	4	5	I would like to see major changes in the GS Program.	Don't Know	Total
Count	26	49	142	133	176		45	571
Percent	4.55%	8.58%	24.87%	23.29%	30.82%		7.88%	100%
Cum. count	26	75	217	350	526		571	571
Cum. percent	4.55%	13.13%	38.0%	61.3%	92.12%		100.0%	100%
Cum. sum	26	124	550	1082	1962		-	1962

Average 3.73
 :
 Median: 0.0

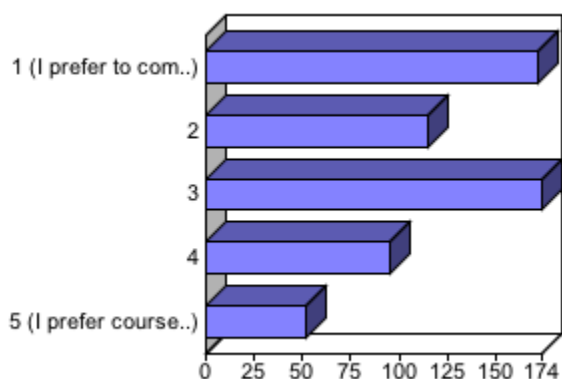
28. Teaching format



I prefer classes that are lecture format.	1	2	3	4	5	I prefer classes that are activity based.	Total
Count	42	69	169	145	182		607
Percent	6.92%	11.37%	27.84%	23.89%	29.98%		100%
Cum. count	42	111	280	425	607		607
Cum. percent	6.92%	18.29%	46.13%	70.02%	100.0%		100%
Cum. sum	42	180	687	1267	2177		2177

Average 3.59
 :
 Median: 0.0

29. Cooperative Education

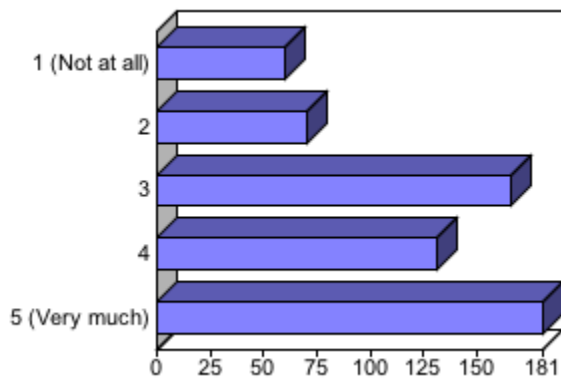


I prefer to complete all class work on	1	2	3	4	5	I prefer courses that include	Total
	174	125	174	100	50		623

my own.						group work.	
Count	172	115	174	95	52		608
Percent	28.29%	18.91%	28.62%	15.63%	8.55%		100%
Cum. count	172	287	461	556	608		608
Cum. percent	28.29%	47.2%	75.82%	91.45%	100.0%		100%
Cum. sum	172	402	924	1304	1564		1564

Average 2.57
 :
 Median: 0.0

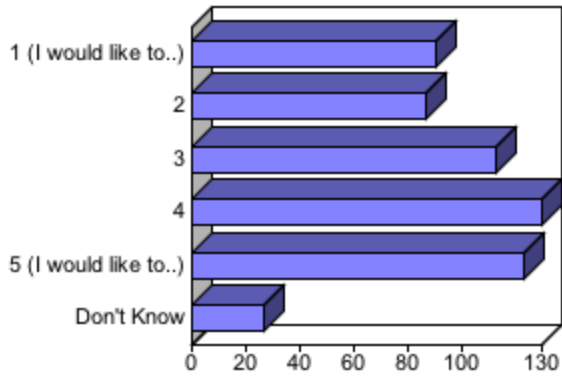
30. To what degree would you like to see GS courses offered on-line?



Not at all	1	2	3	4	5	Very much	Total
Count	60	70	166	131	181		608
Percent	9.87%	11.51%	27.3%	21.55%	29.77%		100%
Cum. count	60	130	296	427	608		608
Cum. percent	9.87%	21.38%	48.68%	70.23%	100.0%		100%
Cum. sum	60	200	698	1222	2127		2127

Average 3.5
 :
 Median: 0.0

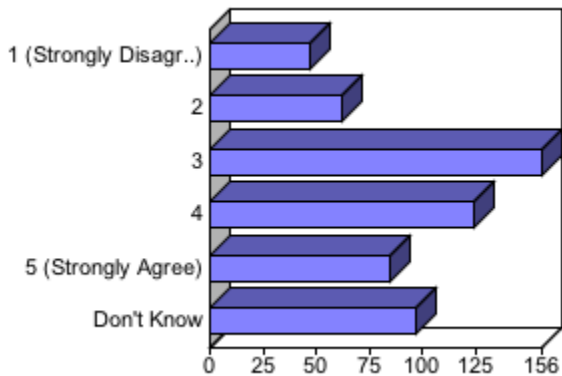
31. Continuation



I would like to see the GS Program discontinued.	1	2	3	4	5	I would like to see the GS Program continue as part of the curriculum.	Don't Know	Total
Count	91	87	113	130	123		27	571
Percent	15.94%	15.24%	19.79%	22.77%	21.54%		4.73%	100%
Cum. count	91	178	291	421	544		571	571
Cum. percent	15.94%	31.17%	50.96%	73.73%	95.27%		100.0%	100%
Cum. sum	91	265	604	1124	1739		-	1739

Average 3.2
 :
 Median: 0.0

32. When I first came to UNK, if I had received more information about the GS Program, I would have been able to see more value in it.

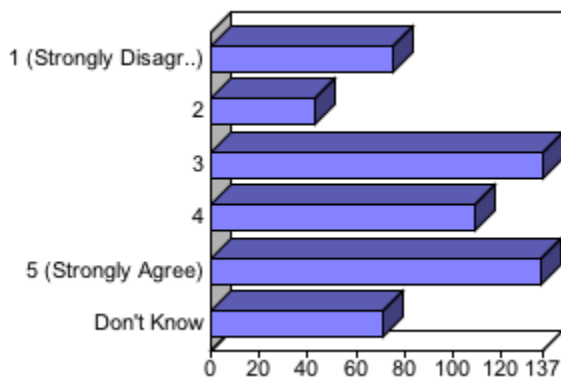


Strongly Disagree	1	2	3	4	5	Strongly Agree	Don't Know	Total
Count	47	62	156	124	85		97	571

Percent	8.23%	10.86%	27.32%	21.72%	14.89%	16.99%	100%
Cum. count	47	109	265	389	474	571	571
Cum. percent	8.23%	19.09%	46.41%	68.13%	83.01%	100.0%	100%
Cum. sum	47	171	639	1135	1560	-	1560

Average 3.29
 :
 Median: 0.0

33. I would like to be informed about the GS Program at UNK, including any changes made to the program, and the results of data collected in assessing the program.



Strongly Disagree	1	2	3	4	5	Strongly Agree	Don't Know	Total
Count	75	43	137	109	136		71	571
Percent	13.13%	7.53%	23.99%	19.09%	23.82%		12.43%	100%
Cum. count	75	118	255	364	500		571	571
Cum. percent	13.13%	20.67%	44.66%	63.75%	87.57%		100.0%	100%
Cum. sum	75	161	572	1008	1688		-	1688

Average 3.38
 :
 Median: 0.0

APPENDIX G (continued)
Student Survey and Faculty Questionnaire about GS

Faculty Survey – spring 2005

1. Have you taught General Studies Courses

	Yes	No	Total	% Yes	% No	Total
All	73	29	102	71.57	28.43	100
CBT	16	8	24	66.67	33.33	100
COE	5	15	20	25.00	75.00	100
NSS	30	4	34	88.24	11.76	100
FAH	22	2	24	91.67	8.33	100

2. In which department do you teach?

College	Department	Count	Percent	College Total		
CBT	Accounting and Finance	3	12.50	24		
	Business Adm./Business Education	1	4.17			
	Economics	5	20.83			
	Family Studies and Interior Design	5	20.83			
	Industrial Technology	6	25.00			
	Marketing and Management	4	16.67			
COE	Communication Disorders	3	15.00	20		
	Health/PE/Recreation and Leisure	8	40.00			
	Teacher Education	9	45.00			
NSS	Biology	6	17.65	34		
	Chemistry	3	8.82			
	Computer Science and Info Systems	1	2.94			
	Criminal Justice	2	5.88			
	Geography and Earth Sciences	1	2.94			
	History	6	17.65			
	Mathematics and Statistics	2	5.88			
	Music and Performing Arts	1	2.94			
	Physics and Physical Science	1	2.94			
	Political Science	1	2.94			
	Psychology	8	23.53			
	Sociology and Social Work	2	5.88			
	FAH	Art and Art History	2		8.33	24
		Communications	5		20.83	
		English	9		37.50	
Modern Languages		4	16.67			
Music and Performing Arts		3	12.50			
Physics and Physical Science		1	4.17			

3. In which College do you teach?

Item	Count	Percent
NSS	34	33.33
COE	20	19.61
B & T	24	23.53
FAH	24	23.53

Total 102 100

4. Purpose: Scale 1 - 5

Our GS program is characterized by an absence of clarity about the purpose of the program (1)

The purposes of our GS program are explicit and clear for both the faculty and students (5)

Count:	1	2	3	4	5	Total	Average
All	8	28	22	31	13	102	3.13
CBT	1	3	7	8	5	24	3.54
COE	1	12	3	4	0	20	2.50
NSS	5	6	6	11	6	34	3.21
FAH	1	7	6	8	2	24	3.13

Percent:

All	7.84	27.45	21.57	30.39	12.75	100
CBT	4.17	12.50	29.17	33.33	20.83	100
COE	5.00	60.00	15.00	20.00	0.00	100
NSS	14.71	17.65	17.65	32.35	17.65	100
FAH	4.17	29.17	25.00	33.33	8.33	100

5. GS Council: Scale 1 - 5

Our GS Council suffers from the lack of a clear mission and a sense of helplessness (1)

Our GS council is the most intellectually exciting and challenging committee on our campus (5)

Count:	1	2	3	4	5	Total	Average
All	19	27	50	6	0	102	2.42
CBT	3	3	16	2	0	24	2.71
COE	3	9	7	1	0	20	2.30
NSS	8	8	16	2	0	34	2.35
FAH	5	7	11	1	0	24	2.33

Percent:

All	18.27	27.88	48.08	5.77	0.00	100
CBT	12.50	12.50	66.67	8.33	0.00	100
COE	15.00	45.00	35.00	5.00	0.00	100
NSS	23.53	23.53	47.06	5.88	0.00	100
FAH	20.83	29.17	45.83	4.17	0.00	100

6. Goals: Scale 1 - 5

Our GS program is expressed primarily as a list of courses that students must take (1)

Our GS program is expressed primarily as a set of goals for student learning and development (5)

Count:	1	2	3	4	5	Total	Average
All	36	26	18	17	5	102	2.30
CBT	7	6	8	3	0	24	2.29
COE	10	5	2	2	1	20	1.95

NSS	10	11	2	8	3	34	2.50
FAH	9	4	6	4	1	24	2.33

Percent:

All	35.29	25.49	17.65	16.67	4.90	100
CBT	29.17	25.00	33.33	12.50	0.00	100
COE	50.00	25.00	10.00	10.00	5.00	100
NSS	29.41	32.35	5.88	23.53	8.82	100
FAH	37.50	16.67	25.00	16.67	4.17	100

7. Institutional Mission: Scale 1 - 5

Our institutional mission provides no guidance for establishing priorities for undergraduate education (1)

Curriculum decisions are grounded in our mission statement and history/traditions (5)

Count:	1	2	3	4	5	Total	Average
All	10	24	40	15	13	102	2.97
CBT	2	3	10	3	6	24	3.33
COE	1	3	10	6	0	20	3.05
NSS	2	13	9	5	5	34	2.94
FAH	5	5	11	1	2	24	2.58

Percent:

All	9.80	23.53	39.22	14.71	12.75	100
CBT	8.33	12.50	41.67	12.50	25.00	100
COE	5.00	15.00	50.00	30.00	0.00	100
NSS	5.88	38.24	26.47	14.71	14.71	100
FAH	20.83	20.83	45.83	4.17	8.33	100

8. Student Understanding: Scale 1 - 5

Students are informed about our GS program primarily through our institutional catalog (1)

Students gain an understanding of our GS program through orientation, brochures, workshops, etc. (5)

Count:	1	2	3	4	5	Total	Average
All	25	25	29	16	7	102	2.56
CBT	3	2	9	8	2	24	3.17
COE	7	5	6	2	0	20	2.15
NSS	10	10	6	4	4	34	2.47
FAH	5	8	8	2	1	24	2.42

Percent:

All	24.51	24.51	28.43	15.69	6.86	100
CBT	12.50	8.33	37.50	33.33	8.33	100
COE	35.00	25.00	30.00	10.00	0.00	100
NSS	29.41	29.41	17.65	11.76	11.76	100
FAH	20.83	33.33	33.33	8.33	4.17	100

9. Structure: Scale 1 - 5

Our GS program reflects a distribution structure, in which students select courses from lists (1)

Our GS program reflects a core curriculum structure (5)

Count:	1	2	3	4	5	Total	Average
All	40	21	23	10	8	102	2.26
CBT	9	5	6	3	1	24	2.25
COE	7	2	7	4	0	20	2.40
NSS	13	9	4	3	5	34	2.35
FAH	11	5	6	0	2	24	2.04

Percent:							
All	39.22	20.59	22.55	9.80	7.84	100	
CBT	37.50	20.83	25.00	12.50	4.17	100	
COE	35.00	10.00	35.00	20.00	0.00	100	
NSS	38.24	26.47	11.76	8.82	14.71	100	
FAH	45.83	20.83	25.00	0.00	8.33	100	

10. Coherence: Scale 1 - 5

Students experience our GS program as fragmented (1)

Our GS program strives for a coherent educational experience (5)

Count:	1	2	3	4	5	Total	Average
All	34	19	29	12	8	102	2.42
CBT	6	0	11	6	1	24	2.83
COE	8	5	6	1	0	20	2.00
NSS	10	8	6	3	7	34	2.68
FAH	10	6	6	2	0	24	2.00

Percent:							
All	33.33	18.63	28.43	11.76	7.84	100	
CBT	25.00	0.00	45.83	25.00	4.17	100	
COE	40.00	25.00	30.00	5.00	0.00	100	
NSS	29.41	23.53	17.65	8.82	20.59	100	
FAH	41.67	25.00	25.00	8.33	0.00	100	

11. Values and Social Responsibility: Scale 1 - 5

Our GS program does not include political, moral, or ethical dimensions (1)

Our GS program includes political, moral, and ethical dimensions (5)

Count:	1	2	3	4	5	Total	Average
All	9	13	32	31	17	102	3.33
CBT	1	1	8	9	5	24	3.67
COE	3	1	7	6	3	20	3.25
NSS	2	4	8	12	8	34	3.59
FAH	3	7	9	4	1	24	2.71

Percent:							
All	8.82	12.75	31.37	30.39	16.67	100	
CBT	4.17	4.17	33.33	37.50	20.83	100	
COE	15.00	5.00	35.00	30.00	15.00	100	

NSS	5.88	11.76	23.53	35.29	23.53	100
FAH	12.50	29.17	37.50	16.67	4.17	100

12. Global Perspectives: Scale 1 - 5

Our GS program does not give special attention to international and global issues (1)

Our Gs program recognizes the internationalization of America's interests and concerns (5)

Count:	1	2	3	4	5	Total	Average
All	15	17	33	25	12	102	3.02
CBT	1	2	8	8	5	24	3.58
COE	3	4	6	6	1	20	2.90
NSS	6	4	10	9	5	34	3.09
FAH	5	7	9	2	1	24	2.46

Percent:

All	14.71	16.67	32.35	24.51	11.76	100
CBT	4.17	8.33	33.33	33.33	20.83	100
COE	15.00	20.00	30.00	30.00	5.00	100
NSS	17.65	11.76	29.41	26.47	14.71	100
FAH	20.83	29.17	37.50	8.33	4.17	100

13. Multiculturalism: Scale 1 - 5

Our GS program has no multicultural or diversity component (1)

Our GS program recognizes the richness and changing composition of the US (5)

Count:	1	2	3	4	5	Total	Average
All	7	10	35	31	19	102	3.44
CBT	1	3	6	9	5	24	3.58
COE	2	3	6	8	1	20	3.15
NSS	3	1	11	9	10	34	3.65
FAH	1	3	12	5	3	24	3.25

Percent:

All	6.86	9.80	34.31	30.39	18.63	100
CBT	4.17	12.50	25.00	37.50	20.83	100
COE	10.00	15.00	30.00	40.00	5.00	100
NSS	8.82	2.94	32.35	26.47	29.41	100
FAH	4.17	12.50	50.00	20.83	12.50	100

14. Student Experience: Scale 1 - 5

Our faculty members know little about the lives of the students (1)

Our GS program recognizes and takes seriously students' histories, ideas, attitudes, and perceptions (5)

Count:	1	2	3	4	5	Total	Average
All	10	21	38	25	8	102	3.00
CBT	3	4	7	6	4	24	3.17
COE	2	4	8	6	0	20	2.90
NSS	3	6	13	8	4	34	3.12

FAH	2	7	10	5	0	24	2.75
Percent:							
All	9.80	20.59	37.25	24.51	7.84	99.99	
CBT	12.50	16.67	29.17	25.00	16.67	100.01	
COE	10.00	20.00	40.00	30.00	0.00	100	
NSS	8.82	17.65	38.24	23.53	11.76	100	
FAH	8.33	29.17	41.67	20.83	0.00	100	

15. Student Differences: Scale 1 - 5

The faculty who teach in our GS program consider their students to be similar and interchangeable (1)

The faculty who teach in our GS program consider their students to be similar and interchangeable (1)

Count:	1	2	3	4	5	Total	Average
All	11	17	33	29	12	102	3.14
CBT	1	3	9	6	5	24	3.46
COE	5	5	8	2	0	20	2.35
NSS	1	8	9	12	4	34	3.29
FAH	4	1	7	9	3	24	3.25

Percent:

All	10.78	16.67	32.35	28.43	11.76	99.99	
CBT	4.17	12.50	37.50	25.00	20.83	100	
COE	25.00	25.00	40.00	10.00	0.00	100	
NSS	2.94	23.53	26.47	35.29	11.76	99.99	
FAH	16.67	4.17	29.17	37.50	12.50	100.01	

16. Articulation: Scale 1 - 5

No effort is made to address articulation issues for transfer students (1)

Articulation agreements ensure that students can transfer to our institution without credit loss (5)

Count:	1	2	3	4	5	Total	Average
All	4	17	46	28	7	102	3.17
CBT	1	2	13	8	0	24	3.17
COE	0	4	9	7	0	20	3.15
NSS	1	6	15	6	6	34	3.29
FAH	2	5	9	7	1	24	3.00

Percent:

All	3.92	16.67	45.10	27.45	6.86	100	
CBT	4.17	8.33	54.17	33.33	0.00	100	
COE	0.00	20.00	45.00	35.00	0.00	100	
NSS	2.94	17.65	44.12	17.65	17.65	100.01	
FAH	8.33	20.83	37.50	29.17	4.17	100	

17. Continual Change: Scale 1 - 5

Our GS program was formulated, approved, and implemented several years ago, and has remained static (1)

Our Gs program is continually improved due to evaluations by outside reviewers, and student reactions (5)

Count:	1	2	3	4	5	Total	Average
All	40	28	23	10	1	102	2.06
CBT	5	6	8	4	1	24	2.58
COE	10	6	4	0	0	20	1.70
NSS	13	11	7	3	0	34	2.00
FAH	12	5	4	3	0	24	1.92

Percent:							
All	39.22	27.45	22.55	9.80	0.98	100	
CBT	20.83	25.00	33.33	16.67	4.17	100	
COE	50.00	30.00	20.00	0.00	0.00	100	
NSS	38.24	32.35	20.59	8.82	0.00	100	
FAH	50.00	20.83	16.67	12.50	0.00	100	

18. Faculty Experience: Scale 1 - 5

Many of the GS faculty have little or no understanding of the purpose/rationale of the curriculum (1)

GS faculty have a good understanding of the purpose/rationale of the curriculum (5)

Count:	1	2	3	4	5	Total	Average
All	15	23	33	22	9	102	2.87
CBT	1	2	11	7	3	24	3.38
COE	4	7	8	1	0	20	2.30
NSS	6	8	8	8	4	34	2.88
FAH	4	6	6	6	2	24	2.83

Percent:							
All	14.71	22.55	32.35	21.57	8.82	100	
CBT	4.17	8.33	45.83	29.17	12.50	100	
COE	20.00	35.00	40.00	5.00	0.00	100	
NSS	17.65	23.53	23.53	23.53	11.76	100	
FAH	16.67	25.00	25.00	25.00	8.33	100	

19. Teaching: Scale 1 - 5

Faculty and chairs regard teaching GS courses as a burden and a service to non-majors (1)

Faculty and chairs regard teaching GS courses as an opportunity and an honor (5)

Count:	1	2	3	4	5	Total	Average
All	3	12	51	25	11	102	3.28
CBT	0	2	9	7	6	24	3.71
COE	1	3	14	1	1	20	2.90
NSS	2	5	13	11	3	34	3.24
FAH	0	2	15	6	1	24	3.25

Percent:

All	2.94	11.76	50.00	24.51	10.78	99.99
CBT	0.00	8.33	37.50	29.17	25.00	100
COE	5.00	15.00	70.00	5.00	5.00	100
NSS	5.88	14.71	38.24	32.35	8.82	100
FAH	0.00	8.33	62.50	25.00	4.17	100

20. Faculty-student interactions: Scale 1 - 5

The faculty and students in our GS program rarely interact outside of the classroom (1)

Our GS program fosters close interactions between faculty and students outside of classes (5)

Count:	1	2	3	4	5	Total	Average
All	13	31	33	18	7	102	2.75
CBT	1	6	10	3	4	24	3.13
COE	4	9	5	2	0	20	2.25
NSS	6	10	8	7	3	34	2.74
FAH	2	6	10	6	0	24	2.83

Percent:

All	12.75	30.39	32.35	17.65	6.86	100
CBT	4.17	25.00	41.67	12.50	16.67	100.01
COE	20.00	45.00	25.00	10.00	0.00	100
NSS	17.65	29.41	23.53	20.59	8.82	100
FAH	8.33	25.00	41.67	25.00	0.00	100

21. Faculty Community: Scale 1 - 5

At UNK, faculty members teach his/her own GS courses without consideration with other faculty (1)

At UNK, faculty interacts across disciplinary lines to interdisciplinary projects and team planning (5)

Count:	1	2	3	4	5	Total	Average
All	33	31	28	7	3	102	2.18
CBT	6	5	10	2	1	24	2.46
COE	4	7	6	2	1	20	2.45
NSS	13	10	7	3	1	34	2.09
FAH	10	9	5	0	0	24	1.79

Percent:

All	32.35	30.39	27.45	6.86	2.94	99.99
CBT	25.00	20.83	41.67	8.33	4.17	100
COE	20.00	35.00	30.00	10.00	5.00	100
NSS	38.24	29.41	20.59	8.82	2.94	100
FAH	41.67	37.50	20.83	0.00	0.00	100

22. Coordination: Scale 1 - 5

Our GS program exists as a set of requirements and a list of course offerings in the catalog (1)

Our GS program has an administrator who coordinates the program, a budget, and a faculty committee (5)

Count:	1	2	3	4	5	Total	Average
All	30	20	22	18	12	102	2.63
CBT	7	1	7	6	3	24	2.88
COE	7	6	3	3	1	20	2.25
NSS	11	5	4	6	8	34	2.85
FAH	5	8	8	3	0	24	2.38

Percent:							
All	29.41	19.61	21.57	17.65	11.76	100	
CBT	29.17	4.17	29.17	25.00	12.50	100.01	
COE	35.00	30.00	15.00	15.00	5.00	100	
NSS	32.35	14.71	11.76	17.65	23.53	100	
FAH	20.83	33.33	33.33	12.50	0.00	99.99	

23. Support: Scale 1 - 5

Few on campus would care if our GS program were abolished (1)

Our GS program has strong support from faculty, chairs, trustees, graduates, and employers (5)

Count:	1	2	3	4	5	Total	Average
All	5	13	32	37	15	102	3.43
CBT	0	4	6	10	4	24	3.58
COE	1	2	10	7	0	20	3.15
NSS	1	5	8	12	8	34	3.62
FAH	3	2	8	8	3	24	3.25

Percent:							
All	4.90	12.75	31.37	36.27	14.71	100	
CBT	0.00	16.67	25.00	41.67	16.67	100.01	
COE	5.00	10.00	50.00	35.00	0.00	100	
NSS	2.94	14.71	23.53	35.29	23.53	100	
FAH	12.50	8.33	33.33	33.33	12.50	99.99	

24. Image: Scale 1 - 5

The students regard our GS program as an obstacle that stands in the way of taking majors courses (1)

Our GS program is an important selling point in recruiting students (5)

Count:	1	2	3	4	5	Total	Average
All	24	38	25	10	5	102	2.35
CBT	4	11	4	4	1	24	2.46
COE	8	8	4	0	0	20	1.80
NSS	6	11	9	4	4	34	2.68
FAH	6	8	8	2	0	24	2.25

Percent:							
All	23.53	37.25	24.51	9.80	4.90	99.99	
CBT	16.67	45.83	16.67	16.67	4.17	100.01	
COE	40.00	40.00	20.00	0.00	0.00	100	
NSS	17.65	32.35	26.47	11.76	11.76	99.99	
FAH	25.00	33.33	33.33	8.33	0.00	99.99	

25. Disciplinary Links: Scale 1 - 5

Our disciplinary major courses are not grounded with what the students encounter in the GS program (1)

Our GS courses provide an important foundation for coursework students encounter in their majors (5)

Count:	1	2	3	4	5	Total	Average
All	11	18	31	26	16	102	3.18
CBT	2	4	8	6	4	24	3.25
COE	2	5	7	6	0	20	2.85
NSS	5	2	7	10	10	34	3.53
FAH	2	7	9	4	2	24	2.88

Percent:	1	2	3	4	5	Total	Average
All	10.78	17.65	30.39	25.49	15.69	100	
CBT	8.33	16.67	33.33	25.00	16.67	100	
COE	10.00	25.00	35.00	30.00	0.00	100	
NSS	14.71	5.88	20.59	29.41	29.41	100	
FAH	8.33	29.17	37.50	16.67	8.33	100	

26. Faculty Development: Scale 1 - 5

Support for faculty development related to GS is minimal at UNK (1)

The faculty who teach GS courses have ample support for developing new courses and new techniques (5)

Count:	1	2	3	4	5	Total	Average
All	41	20	27	10	4	102	2.18
CBT	6	3	11	3	1	24	2.58
COE	11	4	5	0	0	20	1.70
NSS	13	5	9	5	2	34	2.35
FAH	11	8	2	2	1	24	1.92

Percent:	1	2	3	4	5	Total	Average
All	40.20	19.61	26.47	9.80	3.92	100	
CBT	25.00	12.50	45.83	12.50	4.17	100	
COE	55.00	20.00	25.00	0.00	0.00	100	
NSS	38.24	14.71	26.47	14.71	5.88	100.01	
FAH	45.83	33.33	8.33	8.33	4.17	99.99	

27. Improved Teaching: Scale 1 - 5

Student evaluations of teaching in GS are nonexistent or generally ignored (1)

Student evaluations of teaching in GS are tied closely to a faculty development program (5)

Count:	1	2	3	4	5	Total	Average
All	10	17	47	23	5	102	2.96
CBT	4	4	12	3	1	24	2.71
COE	1	5	9	4	1	20	2.95
NSS	3	3	15	11	2	34	3.18
FAH	2	5	11	5	1	24	2.92

Percent:							
All	9.80	16.67	46.08	22.55	4.90	100	
CBT	16.67	16.67	50.00	12.50	4.17	100.01	
COE	5.00	25.00	45.00	20.00	5.00	100	
NSS	8.82	8.82	44.12	32.35	5.88	99.99	
FAH	8.33	20.83	45.83	20.83	4.17	99.99	

28. Co-curricular Activities: Scale 1 - 5

**Our GS program is focused exclusively on classroom teaching and learning (1)
Our GS program recognizes that valuable student experiences occur in and out of the classroom (5)**

Count:	1	2	3	4	5	Total	Average
All	20	23	44	10	5	102	2.58
CBT	3	3	14	3	1	24	2.83
COE	4	7	8	1	0	20	2.30
NSS	11	7	11	2	3	34	2.38
FAH	2	6	11	4	1	24	2.83

Percent:							
All	19.61	22.55	43.14	9.80	4.90	100	
CBT	12.50	12.50	58.33	12.50	4.17	100	
COE	20.00	35.00	40.00	5.00	0.00	100	
NSS	32.35	20.59	32.35	5.88	8.82	99.99	
FAH	8.33	25.00	45.83	16.67	4.17	100	

29. Course evaluation: Scale 1 - 5

**Student course evaluation is an expectation, but does not occur in all courses (1)
Student course evaluation is important in deciding what courses will be offered (5)**

Count:	1	2	3	4	5	Total	Average
All	9	13	50	23	7	102	3.06
CBT	4	0	14	3	3	24	3.04
COE	2	5	7	4	2	20	2.95
NSS	2	4	17	11	0	34	3.09
FAH	1	4	12	5	2	24	3.13

Percent:							
All	8.82	12.75	49.02	22.55	6.86	100	
CBT	16.67	0.00	58.33	12.50	12.50	100	
COE	10.00	25.00	35.00	20.00	10.00	100	
NSS	5.88	11.76	50.00	32.35	0.00	99.99	
FAH	4.17	16.67	50.00	20.83	8.33	100	

30. Assessment: Scale 1 - 5

**Although individual courses may be evaluated by students, there is no evaluation of our GS program (1)
There is a continuing process of assessment of whether our GS program is achieving its purpose (5)**

Count:	1	2	3	4	5	Total	Average
All	34	16	31	15	6	102	2.44
CBT	8	3	9	3	1	24	2.42
COE	8	2	5	4	1	20	2.40
NSS	9	5	12	5	3	34	2.65
FAH	9	6	5	3	1	24	2.21

Percent:							
All	33.33	15.69	30.39	14.71	5.88	100	
CBT	33.33	12.50	37.50	12.50	4.17	100	
COE	40.00	10.00	25.00	20.00	5.00	100	
NSS	26.47	14.71	35.29	14.71	8.82	100	
FAH	37.50	25.00	20.83	12.50	4.17	100	

31. Quality: Scale 1 - 5

Our Gs program satisfies the minimal accreditation requirements (1)

Our GS program surpasses in quality those of our peer institutions (5)

Count:	1	2	3	4	5	Total	Average
All	17	24	43	13	5	102	2.66
CBT	2	3	11	5	3	24	3.17
COE	3	8	8	1	0	20	2.35
NSS	8	5	13	6	2	34	2.68
FAH	4	8	11	1	0	24	2.38

Percent:							
All	16.67	23.53	42.16	12.75	4.90	100.01	
CBT	8.33	12.50	45.83	20.83	12.50	99.99	
COE	15.00	40.00	40.00	5.00	0.00	100	
NSS	23.53	14.71	38.24	17.65	5.88	100.01	
FAH	16.67	33.33	45.83	4.17	0.00	100	

APPENDIX H
Graduating Student Survey
Spring 2006

ITEM	RESPONSE				
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<i>I have been challenged academically in my UNK GS courses.</i> mean=3.29	7 3.9%	26 14.4%	67 37.2%	67 37.2%	13 7.2%
<i>I have been able to integrate material learned in UNK GS courses into other classes.</i> mean=3.44	8 4.4%	21 11.6%	55 30.4%	78 43.1%	19 10.5%
<i>I have improved my communication skills in reading, speaking, and writing as a result of my UNK GS courses.</i> mean=3.59	5 2.8%	19 10.6%	53 29.6%	69 38.5%	33 18.4%
<i>I have improved my ability to locate and gather information as a result of m UNK GS courses.</i> mean=3.41	8 4.1%	27 15.0%	56 31.1%	61 33.9%	28 15.6%
<i>I have improved my understanding and appreciation of cultures other than my own as a result of UNK GS courses.</i> mean=3.36	5 2.8%	33 18.3%	56 31.1%	65 36.1%	21 11.7%
<i>The UNK GS program allowed me to select from a broad range of topics that supplemented the courses in my major.</i> mean=3.25	8 4.5%	31 17.4%	63 35.4%	61 34.3%	15 8.4%
180 surveys returned out of 527 = 34%					

APPENDIX I
GS Distance Course Enrollments

	ONLINE		VIDEOCONFERENCE	
	Semester/Instructor	Enrollment	Semester/Instructor	Enrollment
I. English Language				
<i>ENG 101 – Expository Writing I</i>			05F - Bryant	4
			05S - Turman	1
			04F - Turman	3
		04S - Damon	17	
		03F - Damon	6	
		03S - Damon	17	
		02F - Damon	13	
		02S - Hammond	19	
		01F - Hammond	14	
	01U - Comer	11		
<i>ENG 102- Expository Writing II</i>			06S - Bryant	3
<i>Speech 100 - Fundamentals of Speech Communication</i>			04U - Lawson	3
			03U - Lawson	5
			02U - Lawson	2
II. Foreign Language				
III. Humanities				
<i>MUS 100 – Intro to Music</i>	06U - Crocker	30		
	05U - Crocker	29		
IV. Mathematics, Statistics & Computer Science				
<i>Math 102 – College Algebra</i>			06F - Dahlke	6
			05F - Dahlke	3
			04F - Dahlke	3
			02F - Hossain	7
<i>Math 115 – Calculus I w/Analytical Geometry</i>			06F - Niemann	20
			05F - Niemann	13
			04F - Niemann	8
			03F - Niemann	3
			01F - Stones	8
<i>Math 123 – Applied Calculus I</i>			06S - Niemann	1
			05S - Niemann	4
			03S - Niemann	1
			07S - Dahlke	1
<i>Math 202 – Calculus II w/Analytical Geometry</i>			07S - Niemann	1
			02S - Stones	5

	ONLINE		VIDEOCONFERENCE	
	Semester/Faculty	Enrollment	Semester/Faculty	Enrollment
<i>Math 260 – Calculus III</i>			01F - Willis	1
<i>Stat 241 – Elementary Statistics</i>			07S - Dahlke	4
			06S - Dahlke	4
V. Natural Sciences				
<i>Chemistry 145 - Introductory Chemistry</i>	03S - Hartung	13		
	02S - Hartung	16		
VI. Social & Behavioral Sciences				
<i>SOC 100 – Intro to Sociology</i>	07S - Kelley	25		
	06U - Kelley	31		
	06S - Kelley	20		
<i>PSY 203 – General Psychology</i>	07S - Mandernach	30		
	06F - Mandernach	29		
	06U - Benz	28		
	06S - Mandernach	30		
<i>PSY 230 – Human Development</i>	06U - Miller	23		
	06S - Mandernach	30		
	05U - Miller	21		
	04U - Miller	25		
	03F - Forrest	28		
	03U - Miller	25		
<i>FSID 351 – Marriage & Family Relations</i>	02F - Forrest	10		
	05U - Christensen	26		
VII. Personal Development				
<i>PE 160 – Healthful Living</i>	06U - Scantling	30		
<i>WSTD 220 – Intro to Women's Studies</i>	03U - Wysocki	21		
<i>SFED 235 – General Safety</i>			01U - Skourup	19
VIII. Capstone Course				
TOTAL ENROLLMENT		617		133

Appendix J

Perspective Objectives of the GS Program

I. English Language

Students will:

1. demonstrate the ability to form and support a coherent position on an issue;
2. demonstrate the ability to write and speak in a formal manner appropriate to the audience;
3. demonstrate the ability to read, speak, and write "expressive" as well as "transactional" language i.e., to develop and understand the role of voice in communication as well as the message itself.

II. Foreign Language

Students will:

1. develop the ability to comprehend and to speak correctly in the language;
2. develop the ability to read and analyze texts written in the language;
3. develop the ability to express their ideas in writing;
4. develop a knowledge of and an appreciation for the pertinent cultures: their customs, values, and patterns of thought and action.

III. Humanities

Students will:

1. demonstrate the ability to comprehend primary texts, i.e., the work of literary figures, historical figures, philosophers, and critics; film and theatrical performance; works of art; music in performance and/or notation;
2. demonstrate the ability to form and support , in writing, coherent positions on issues relevant to primary texts;
3. demonstrate the ability to use, in speaking and writing, the forms of reference and the manners of discourse appropriate to the particular discipline;
4. demonstrate the ability to see primary texts as cultural descriptions as well as individual creation.

IV. Mathematics, Statistics and Computer Science

Students will:

1. demonstrate the ability to manage and interpret numerical data using the appropriate mathematical tools;
2. demonstrate the ability to express formal, mathematical relationships using logical analyses and differing forms of mathematical reasoning;
3. demonstrate the ability to utilize mathematical techniques in order to define problems and to search for strategies for testing solutions.

V. Natural Sciences

Students will:

1. demonstrate the ability to apply the logical structure of scientific methodology in the laboratory setting;
2. demonstrate the ability to comprehend how scientific concepts originate, are validated and refined;

3. demonstrate the ability to use the specialized vocabulary needed to understand matter and energy.

VI. Social and Behavioral Sciences

Students will:

1. demonstrate an understanding of human experiences and be able to relate them to the present;
2. demonstrate the ability to understand the application of the empirical research methods used in the social sciences to understand individual behavior as well as the interrelationships among people;
3. demonstrate the ability to comprehend how social scientific concepts originate, are validated and refined within a variety of social science disciplines;
4. demonstrate the ability to evaluate the strengths and limitations of the social sciences and the explanations they offer for contemporary life.

VII. Personal Development

Students will:

1. demonstrate the ability to confront the complexities--physical, emotional, economic, and/or technological--of the contemporary world;
2. demonstrate the development of skills, behaviors and problem solving strategies necessary to prevail in the contemporary world.

VIII. Capstone Course (*not a current offering*)

Students will:

1. demonstrate the ability to use the breadth and diversity of knowledge and experience from a variety of disciplines in order to solve real world problems;
2. demonstrate an understanding of cultures other than their own;
3. demonstrate the understanding and knowledge needed to function responsibly in one's natural, social, and political environment.