UNIVERSITY OF NEBRASKA AT KEARNEY

GENERAL STUDIES

ACADEMIC PROGRAM REVIEW

SELF-STUDY

APRIL 2013

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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
NCA	North Central Association of Schools and Colleges
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.   GENERAL PROGRAM CHARACTERISTICS

A. Mission

The UNK Strategic Plan envisions an institution that has a "curriculum that provides solid grounding for all students in the liberal arts and sciences while also enabling them to specialize and to prepare for careers" (UNK Strategic Plan, Mission Imperatives, Undergraduate). We intend that our students be "aware…of the accomplishments of diverse civilizations and cultures, the historical context of current affairs, and the ways in which our society seeks to discern and serve a common, unifying public interest (UNK Strategic Plan, Mission Imperatives, Learning Matters); all students should be helped to acquire the "capacity for clear thinking, writing, and speaking".

UNK has always had one common general education program for all undergraduate students, called General Studies. This was primarily a traditional "cafeteria style" curriculum where students would select courses from offerings in several required categories. Beginning in 2005, the university began a complete renewal of the General Studies curriculum. The impetus for this renewal was a combination of assessment results and changes in thinking nationwide about general education. Discussion about what should be taught to all students as general education, and about the structure of a new curriculum was campus wide, beginning with a series of roundtables organized by the Faculty Senate in 2005. The goal of that roundtable was to articulate UNK's philosophy about general education in creating a mission statement and broad learning goals (Roundtable Phase I: http://www.unk.edu/academicaffairs/generalstudies.aspx?id=17576). There followed a second roundtable, the goal of which was to propose a curriculum (Roundtable Phase II: http://www.unk.edu/uploadedFiles/academicaffairs/generalstudies/roundtable/Core%20Curriculum_04022008.pdf). The final step in process of changing the curriculum for the General Studies Council was to modify the proposed curriculum to:

- Model national best practices in liberal education;
- Be designed based on faculty consensus about learning outcomes;
- Be sensitive to the university's mission, student populace, and faculty strengths;
- Be acceptable to peer reviewers; and
- Be logistically and financially sustainable (http://www.unk.edu/academicaffairs/generalstudies.aspx?id=46160).

With those aims in mind, the new program was implemented in 2010. This program has strengthened the liberal education experience for students significantly in that it is sequential, with courses at the beginning designed for the cognitive abilities of freshmen, and courses toward the end of the program requiring heightened cognitive skills at the junior level. The program consists of 45 credit hours and encompasses disciplines from around campus in order to appeal to students with majors in the liberal arts, the professions, and technology.

The focus of the new General Studies program as a whole is the development of foundational skills, such as: evaluating and analyzing information, communicating effectively in written and spoken form, and interpreting cultural issues within a global context. (http://www.unk.edu/academicaffairs/generalstudies.aspx?id=44216).

Students begin with 12 hours of courses in the Foundational Core (Written and Oral Communication, Math, and a course in Democracy in Perspective). Also in the freshman year the students take the 3-hour Portal course, the primary focus of which is the development of critical thinking skills. With the preparation of the Core and Portal, students are then exposed to a variety of disciplines in the 200- and 300-level courses of the Distribution categories (27 hours in Aesthetics, Humanities, Natural Sciences, Social Sciences; and options in Analytical & Quantitative Thought, and Wellness). The general education sequence concludes with the 3-hour, junior-level, interdisciplinary Capstone course (http://www.unk.edu/uploadedFiles/academicaffairs/generalstudies/roundtable/final.pdf). The general education curriculum at UNK was formed by faculty consensus, in accordance with the General Studies Governance Document (http://www.unk.edu/academicaffairs/generalstudies.aspx?id=21302), and represents the collective beliefs of the faculty about what every UNK graduate should know and be able to do. It emerged from broad representation of faculty from all of the undergraduate colleges and the library, with over 60 faculty members-- approximately 20 percent of the institution's full time faculty-- serving as representatives on one of the roundtables or the General Studies Council (http://www.unk.edu/academicaffairs/generalstudies.aspx?id=44598). All stages of the renewal process were open to faculty discussion in forums, college and department meetings, online venues, and email communications.

B. Governance

The GS program is administered by the GS Council, an administrative body that reports through its chair to the Senior Vice Chancellor of Academic and Student Affairs (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 and Career Advising, and Associate Vice Chancellor of Academic and Student Affairs.

C. 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 A). 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 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. That person and others have an opportunity to speak in favor or against the proposal, after which the Council deliberates publicly. 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. In practice, it has often been problematic to secure nominations of student representatives from the Student Senate. Further, some students who have been nominated and appointed have not attended meetings of the Council.

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 when appropriate, 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.

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 college, 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.

D. Budget

The budget for the GS program covers the cost of the director (a 50% appointment) and stipend (though not a tuition remission) for a graduate assistant. The total non-personnel operating budget is $4,029 for the current fiscal year, which must cover office expenses and travel to conferences relating to general education. The regular budget may best be described as being adequate to provide office materials, phone, and travel to one professional conference per year. It is not sufficient to pay for the complete costs of a graduate assistant, nor for the printing of brochures or other informational or outreach materials. Budget funds carried forward are used for initiatives such as those relating to teaching improvement.

E. Major Initiatives

In spring 2004, UNK underwent the accreditation process mandated by the North Central Association of Colleges and Schools (NCA). By and large the accreditation report was positive 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 for writing intensive and culturally diverse courses, for distance education, and for assessment practices for GS. Prior to the 2004 visit by NCA, there had been very little assessment of learning outcomes in the GS program. From 2004 on, assessment of GS has been an institutional priority.

Discussion in response to the 2004 NCA report –further underscored by results of surveys of faculty and students (see Appendix B)– resulted in a series of Roundtable discussions initiated by the Faculty Senate in 2005-06 (Roundtable Phase I). These discussions were intended to reflect on the rationale, structure, and assessment practices of the GS program. Roundtable Phase I consisted of approximately 20 faculty members chosen from a variety of 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, Roundtable Phase I produced a mission statement and learning goals for the GS program. The mission and learning goals, in turn, informed the work of Roundtable Phase II in 2006-2007, which was to design and propose a curriculum to meet the proposed new objectives. Like Phase I, Phase II included approximately 20 faculty from around campus who had not served on Phase I. The Roundtables took guidance from publications from the AACU and similar national organizations, as well as from essays and other writings about the purpose of a liberal education.

After the work of Phases I and II of the Roundtables was complete, the drafted mission statement, learning goals, and curriculum went to the GS Council, whose purview it is to propose changes to the program. From 2007-2009 the Council held a series of campus wide forums and college meetings to take input about the program renewal. The Council was responsible to ensure that a proposed new GS curriculum would address the needs of all constituencies, would correspond to best practices and NCA requirements, and would be logistically feasible. The Council finalized a proposal and disseminated it to all faculty and to the educational policy committees located in each undergraduate college (see the procedure described in Appendix A, section VIII) for a comment period of two months, after which the GS Council made changes to the proposal that were deemed appropriate.

Under the GS Governance Document (Appendix A), the final steps toward a new GS program included a faculty ratification vote and final approval by the Senior Vice Chancellor of Academic and Student Affairs. A ratification vote was held in May 2009, though the new program did not achieve a 2/3 affirmative votes in 3 of the 4 colleges, as outlined in the Governance Document. However, the percentage of total faculty members campus wide who voted in favor of the new program was over 55%. A survey was conducted of "no" voters to ascertain why they voted as they did. (Results of the vote and survey of "no" voters are in Appendix K).

Following the faculty vote, the GS director submitted to the Senior Vice Chancellor of Academic and Student Affairs the results of the vote and faculty survey, after which the senior vice chancellor made the decision to approve and implement the new program, with an implementation date of fall 2010.

During 2009-10 the GS Council reviewed over 200 course proposals. While many of the proposals were for courses that were new to the GS program, many courses that existed in the old program were re-designed and submitted for consideration for the new program. All courses proposed for the new program had to meet the new learning outcomes. By fall 2010 the new GS program was fully in place, and the assessment procedures were on a rolling implementation, starting with Portal courses in fall 2010.

In the two years after the initial 2004 accreditation visit, the GS Council and Office of Assessment created and implemented an assessment strategy that resulted in a successful final report to NCA in 2011 (see Appendix C). That process required considerable effort and time for Council members and the GS director. Some 24 academic departments and programs were trained in GS assessment procedures and evaluation measures, and the online TaskStream data system was implemented campus wide for housing and analyzing GS assessment data. This, too, involved training faculty members in its use.

Additional long range goals for the GS program included increasing the outreach and education mission of the GS Council such that the rationale and need for the GS program will be widely understood by students and faculty alike. To this end, the GS Council web presence was considerably strengthened to engage students and faculty more directly in order to impart to them the importance of the GS program for their liberal education. In addition, faculty have received support for understanding the objectives, standards and assessment strategies of GS. This effort began when the program was implemented and is a continuing effort, primarily through mandatory online orientations, faculty advisor training, teaching forums sponsored together with the Center for Teaching Excellence, website resources, and one-on-one consultation with faculty members.

II. CURRICULUM AND ASSESSMENT

A. Program Requirements

The GS program is designed to be a sequential educational experience built of component parts rather than isolated fragments that might be viewed by students as obstacles to be overcome in obtaining a degree. In this sense, each of the four categories of the program is described here in terms of its "fit" within the category (see Appendix D).

Each student completes 12 credit hours of Foundational Core – writing, math, speech, and a course in the category "Democracy in Perspective." In addition, all students take Portal and Capstone courses, and 27 credit hours in the disciplines. After students take the minimum

requirements in the disciplines, there are 5 hours of elective General Studies credit. Following is the breakdown and rationale for each of the GS categories:

1. Foundational Core (12 hours)

The four required courses in this category (3 hours of Written Communication, 3 hours of Math, 3 hours of Oral Communication, and 3 hours of Democracy in Perspective) are considered as meeting fundamental college skills expectations in writing, speaking and quantification, as well as instilling an appreciation of the rights and obligations of citizenship in a democratic society. 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. Portal Course (3 hours)

The Portal is taken early in the student's general education and focuses on building critical thinking skills. Students learn that there are contrasting interpretations and methodologies within disciplines, and to engage in sustained thought about issues.

3. Distribution Courses (27 hours)

Aesthetics (3-6 hours)

Course offerings are in visual arts and art history, dance, music, and theater. This category is intended to help students understand the significance of works of art within their context (i.e. cultural, historical), to appreciate the formal structure of works of art, and to understand the connections between aesthetics and their liberal education.

Humanities (6-9 hours, chosen from at least two disciplines)

Course offerings are in literature, foreign language, history, philosophy, and communications.
This category is intended to help students evaluate primary sources in their cultural, historical, literary, or philosophical contexts, and to understand the connections between the humanities and their liberal education.

Natural Sciences (7-11 hours, chosen from at least two disciplines; at least one lab)

Course offerings are in biology, chemistry, geography and earth sciences, physics and physical science. This category is intended to help students understand how knowledge of natural science is applicable to their lives, to apply appropriate scientific methodology, and to understand the connections between the sciences and their liberal education.

Social and Sciences (6-9 hours, chosen from at least two disciplines)

Course offerings are in criminal justice, economics, ethnic studies, family studies, geography, international studies, political science, psychology, sociology, communication, and women's studies. This category is intended to help students understand individual and group behavior through concepts and methods of the social sciences, and to understand the connections between the social sciences and their liberal education.

Analytical & Quantitative Thought (0-6 hours)
Course offerings are in computer science, industrial technology, math, statistics, and music theory. This category is intended to help students define and solve problems using analytical reasoning, and to understand the connections between analytical and quantitative modes of thinking and their liberal education.

Wellness (0-6 hours)
Course offerings are in family studies, health science, physical education, and psychology. This category is intended to help students understand and analyze the consequences of personal choices, to develop personal strategies for their own wellness, and to understand the connections between the concept of wellness and their liberal education.

4. Capstone Course (3 hours)

The Capstone concludes the General Studies experience. It requires students to evaluate and synthesize information from more than one academic discipline, and to employ appropriate methodologies in creating a significant original semester project.

B. Objectives and Assessment

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

1. Evaluate information appropriate to the task.
2. Apply principles of critical thinking to demonstrate integrative learning.
3. Communicate effectively in spoken form.
4. Communicate effectively in written form.
5. Analyze cultural issues within a global context.
6. Evaluate in context significant concepts relating to democracy.

In addition to the six general objectives of GS, each of the program categories also has a set of learning outcomes (see Appendix E).

The renewal of the General Studies program followed the university's strategic intent of "Improv[ing] all academic programs, including general education, systematically and demonstrably by assessment of learning outcomes" (UNK Strategic Plan, I.2). Learning outcomes for the new GS program were created in advance and drove the creation of the curriculum. The learning outcomes follow recognized best practices (http://www.unk.edu/academicaffairs/generalstudies.aspx?id=52805) in that they focus on higher order cognitive skills of evaluation, analysis and synthesis of new knowledge.

The need for a redesigned curriculum was identified by a number of assessment results, including opinion surveys conducted with both faculty members and students, results of the NSSE, and external academic program reviews conducted in 2001 and 2007 (http://www.unk.edu/academicaffairs/generalstudies.aspx?id=21442).

Further, in renewing the General Studies program, UNK sought to incorporate curricular structures that the AAC&U has identified as "high impact practices". Of the 10 such identified practices, five were intentionally integrated into the new General Studies curriculum:

- First Year Seminar / Experience – in the form of UNK's freshman Portal;
- Common Intellectual Experience – in the theme-based Democracy in Perspective course;
- Writing Intensive – integral to the Portal course and, typically, the Capstone as well (although Capstones can also substitute a creative project for a traditional written semester project);
- Diversity / Global Learning – an integral component of Portal courses; and
- Capstone, which includes the Capstone semester project worth a minimum of 50% of the student's semester grade.

Assessment of the learning outcomes of the new GS program employs common campus wide instruments and rubrics (see Appendix F). Prior to the new GS program, departments offering GS courses each assessed in different ways so there were not valid ways to compare how well students are learning. Faculty members who teach GS courses also assess their students' learning using the approved instruments and rubrics, and enter scores for their GS students on TaskStream.

Implementation of GS assessment has been on a rolling basis:

GS Category	Assessment implementation semester
Portal courses	Fall 2010
Foundational Core: Written/Oral Communication	Fall 2011
Democracy in Perspective	Fall 2011
Capstone courses	Spring 2012
Foundational Core: Math	Spring 2013
Distribution: Aesthetics, Humanities, Analytical & Quantitative Thought Wellness	Spring 2013
Distribution: Natural Sciences, Social Sciences	Fall 2013

Initial assessment results of student learning outcomes have been fairly positive (see Appendix G). Student mean scores from TaskStream in 2011-2012 showed that, in most GS categories, students on average achieved the GS learning goals. On a 4-point scale where 3.0 is defined as "proficient," student means were:

Written Communication	3.0
Oral Communication	3.4
Democracy	3.3
Portal	2.6

Between 2011-2012 and the present, the Portal rubric was redesigned. Data are not yet available, but the redesign may make Portal mean scores more consistent with mean scores in the other GS categories.

It should be noted that assessment of the GS program does not focus on "value added" per se. Students are not assessed with the same instrument when entering the program as freshmen and again when exiting it as juniors or seniors. Rather, assessment of UNK's GS program focuses on the level at which students meet the learning outcomes of given GS categories. Common rubrics used across campus are on a 4-point scale, with a student score of 3 being defined as the student's being "proficient." That standard of "proficient" is based on the faculty member's judgment of what the typical student should be capable of academically in the given course at the given time of the semester. For example, there is an outcome in Written Communication stating that students at the end of the course should be able to "Form and support a coherent position on an issue." When scoring assessments at the end of the semester, the faculty member would assign a score of 3 to a student who, in the faculty member's judgment, is "proficient" in that learning outcome at the level of the typical freshman English 102 student at the end of the semester. The same scoring procedure is followed in other GS categories.

Periodically, student surveys have been done to gauge students' perceived experience in their GS course (see Appendix H). This has been limited to Portal courses, with the intention of expanding to surveying other GS courses in future. In spring 2011, 125 students (out of 442 enrolled in Portals, a 28% response rate) reported that their Portal improved critical thinking skills (63%), and that their instructor discussed the expected learning outcomes for the Portal and for GS (100%). While such results may reflect positive developments in the new GS program, there is clearly room for improvement in the teaching of GS courses.

III.   FACULTY

The majority of GS courses are delivered by faculty from departments in two colleges: FAH (28% of GS courses) and NSS (52%). The colleges of BT and ED offer 14% and 5% of 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 instructors to teach the GS courses. Some 310 full-time faculty teach at UNK. Of these, 57% are tenured, 21% are tenure track and 25% are non-tenure track. This would indicate that stable, qualified faculty are available to deliver GS courses.

Faculty by Status – Fall 2011			
	Tenured	Tenure Track	Non-Tenure Track	TOTAL 422
Full-Time	176 (57% of FT faculty)	65 (21% of FT faculty)	78 (25% of FT faculty)	310 (73% of total faculty)
Part-Time	n/a	n/a	112	112 (27% of total faculty)

Source: UNK Factbook (http://www.unk.edu/factbook/staffing/Staffing)

IV.   PROGRAM COMPARISONS

A. National Best Practices

Both of the Roundtables and the GS Council looked at numerous samples of general education programs in deliberating about and designing the new program. Included in these samples were over 20 general education programs considered by the Association of American Colleges and Universities (AACU) to be "promising models" that represent best practices. The focus of the GS Council was to create a program that reflects national best practices, aligns with UNK's mission statement and strategic plan, and supports the best traditions of a UNK general education.

It is widely understood today that general education programs should have a discernible beginning, middle and end, which helps students grow in their cognitive skills over the length of the program. Earlier courses in a general education curriculum may put more emphasis on memorizing and comprehending, but later courses should emphasize higher level learning skills: analysis, synthesis, and evaluation. The design of UNK's learning outcomes followed best practices by focusing on those higher order skills. The Portal course in particular fosters critical thinking skills early on, and the Capstone —which is interdisciplinary by design so as to require synthesis of the knowledge base and methods of multiple disciplines— allows students to demonstrate their competence in higher level critical thinking skills.

B. Distinctive Contributions

What are the advantage to faculty and departments of a new General Studies program?

Departments and programs are able to develop innovative, academically enriching courses. The Portal and Capstone courses especially have energized the faculty by allowing them to be creative and to explore intellectual fields they might not otherwise teach. Also, departments and programs have increased access to offering General Studies courses, allowing students to have a broad-based liberal education experience.

V.   FUTURE DIRECTIONS

A. Program Effectiveness

The UNK Strategic Plan calls for providing an education that develops students' abilities to "think critically and to express thoughts well orally and in writing" (I.4). In the GS program, the common learning outcomes, and use of common assessment instruments and rubrics campus wide are designed to ensure that all students acquire the knowledge and skills that UNK faculty believe they should have. The effectiveness of the General Studies program for student learning is measured by a comprehensive assessment strategy including common assessment assignments and rubrics, associated measures and targets, and an online assessment reporting system (TaskStream). Collection of general education assessment data has been on a rolling implementation, beginning with Portal courses in fall 2010, extending to courses in the

Foundational Core and Capstones in 2011, and encompassing the remainder of course categories in the program by 2013 (http://www.unk.edu/academicaffairs/generalstudies.aspx?id=33624).

Since a Portal and Capstone course are a required part of students' General Studies curriculum, they are convenient venues for assessing mastery of learning outcomes at the freshman and junior or senior levels. Both courses focus on development of critical thinking and communication skills, and there is some initial assessment evidence that that focus may be improving students' abilities. The nationally-normed CAAP test was administered to samples of UNK freshmen and seniors in 2007 (before the new General Studies program) and again in 2011 (after the new General Studies program). Comparisons of mean scores showed that UNK students improved from the 2007 testing session to the 2011 testing session, both relative to the national comparison group and in absolute terms (see chart on page 10 at http://www.unk.edu/uploadedFiles/academicaffairs/assessment/University-Wide/UNK%20CAAP%20Results.pdf).

The Portal and Capstone courses were included as part of the new GS program because they are viewed as best practices in general education nationally (http://www.aacu.org/leap/hip). The cumulative project created in the Capstone course can take a variety of forms, from a traditional research paper to the production of a creative work. The project is intentional in requiring students to employ the methods and interpretive means of more than one discipline, and in doing so they demonstrate their ability to meet the GS learning outcomes relative to analyzing and synthesizing new information (http://www.unk.edu/uploadedFiles/academicaffairs/generalstudies/Information%20about%20Capstone%20courses%20-%20fall%202009.pdf). Initial assessment results of GS Capstone courses show that 70.8% of students enrolled in these courses in Fall 2012 accomplished the learning outcomes for the course.

B. Building on Strengths

The last academic program review of the GS program was led in 2007 by external examiner Dr. Paul Gaston, Provost at Kent State University. The team at that time identified several strengths of the GS program, and also offered a set of recommendations for improving the quality of the program (see Appendix I). The review team had the dual mission of evaluating the then existing GS program and of making recommendations for a program that was not at the time assured of being approved and implemented. What follows is a summary of strengths of the "present" (i.e. *old* GS program) that the 2007 review team found to be worth preserving.

STRENGTHS OF THE PRESENT (I.E. PRE-2010) PROGRAM WORTH PRESERVING:

- The mission of the GS program is thoughtfully and persuasively articulated.
- All four-year UNK students participate in a single program.
- The program provides a wide breadth of choices.
- The program provides administrative flexibility, particularly for transfer students.

C. Addressing Concerns

The 2007 review team noted some concerns noted in an earlier review (2001), and posed them again for consideration by the GS council and campus. Below is a summary of the remaining questions from the 2001 review together with comments about how those concerns were addressed.

Recommendations from the 2007 program review:

- Students are advised, not "required," to complete English 101 and 102 in the first two years.

  Result: During the program renewal process, the Registrar reported that the vast majority of UNK students complete the Written Communication requirement in their first year of study. The Office of Academic and Career Advising, which counsels new, deciding, and transfer students, always advises students to do such.

- Encouragement to departments to limit class sizes appears to have run up against logistical and financial realities.

  Result: GS course enrollment caps are the purview of individual departments and, under the General Studies Council Governance Document, are beyond the scope of authority of the GS Council. While some introductory courses in the natural and social sciences can have large enrollments (up to 83), most GS course enrollments are much less than that (see Appendix J).

- Foreign language remains an option beyond the formal scope of the GS program.

  Result: Foreign language has never been a requirement in GS at UNK, although 200-level foreign language courses have always been an option in the program. Foreign language remains optional in GS in the new program, but was moved from being its own category to the Humanities category. In the new program, all disciplines in Distribution are optional, in contrast to the old GS program, where some disciplines (economics, history, literature) were required while other disciplines (e.g. philosophy, foreign language, etc.) were not.

- The Capstone Course remains an issue under consideration. One member of the review team urged that this recommendation be acted upon promptly or dropped.

  Result: The Capstone in the old GS program was a 1 credit hour course that was never developed or created in the 16 years that the previous curriculum was in force. In the new program, the Capstone was developed, populated with 26 different course offerings (as of spring 2013), and is a key component of the curriculum.

- Upper division courses are not yet a conspicuous element in the GS program.

  Result: The GS Council has felt that upper division courses should be part of the new GS program. However, the program is intended to be concluded by the junior year, and most

students complete the 45 hours of GS by their sophomore year. The GS Council designated the number 388 for GS Capstones. Further, the prerequisite for Capstones is junior class standing or the students' being within 6 hours of completing their GS requirements. The course number and prerequisite are intended to imply that GS courses should be at no higher than the junior level. For that reason, no GS course is numbered higher than the 388 Capstone.

- The "encouragement" that faculty "make connections between their GS courses and courses in other academic disciplines" [as reflected in the old program's learning outcomes] may be no more effectual than a similar "encouragement" directed to students.

   Result: The new GS curriculum was built upon a complete set of learning outcomes for the program and for each category of GS. Integral to these learning outcomes is the aim that students be able to "articulate the relevance of the [X] course to their general education." Assessment of GS Distribution includes rubric items that evaluate the students' ability to convey understanding of the way the course in the given Distribution category connects to their general education. Assessment of this piece is occurring in spring 2013 as part of the pilot assessment of Distribution courses.

Considerations for program renewal from the 2007 program review

The 2007 review team concluded their work by offering a list of "propositions" that the campus might consider in the creation of a new program.

Proposition #1: General Studies might be renamed so as to suggest the University's commitment to the program as a priority: e.g., "General *Education*," "*Essential* Studies," "*Essential Education*," etc.

Actions taken in response to Proposition #1:
● In 2004 the GS Council reviewed the name and voted to retain it. The issue was revisited during the renewal process in 2009 and, in the interest of constancy, the GS Council chose to retain the name of the program as it has always existed on the campus. For administrative purposes, differentiation from the pre-2010 program during the current 4-5 years of transition is made by referring to the renewed curriculum as the "new" GS program.

Proposition #2: UNK should aspire to develop a program of improved quality that provides an exciting, unforgettable introduction to a UNK education.

Actions taken in response to Proposition #2:
● The new GS program was intentional in its design process resulting first in the articulation of a mission and learning goals; then by the creation of a curriculum to address those goals; and concluding with formal articulation of learning outcomes and a final curriculum that meets the needs of all constituencies: students from both the liberal arts and the professions; faculty; NCA requirements; and identified best practices in liberal education. At the classroom level, faculty

report being energized by being able to design and teach Portal and Capstone courses in topics that interest them.

Proposition #3: A reformed curriculum should offer coherence, from freshman "portal" courses through discipline-oriented core courses to a disciplinary "capstone" course.

Actions taken in response to Proposition #3:
● Students in the new GS program follow a curriculum that is linear in progression: from the focus on foundational skills and dispositions (oral and written communication, math, responsible citizenship) in the Core; the development of critical thinking skills and an initiation into higher education in the Portal; through more cognitively demanding discipline-based courses in Distribution; and culminating with the interdisciplinary Capstone with its requirement of an original project. Learning outcomes toward the beginning of the program focus more on fundamental cognitive learning outcomes (knowledge, comprehension, application), and toward the end of the program the focus is on higher level skills (analysis, synthesis, evaluation).

Proposition #4: GS courses should be clearly intentional as to desired outcomes, sufficiently rigorous in expectation, and alert to correspondences among disciplines.

Actions taken in response to Proposition #4:
● Program-level learning outcomes as well as category-level learning outcomes are in place for the whole GS program. Syllabi are required to show the learning outcomes for the category of GS that the course belongs to.
● A brochure and bookmark with explanations of the rationale of the GS program were created and distributed to incoming freshmen.
● All faculty teaching a GS course are required to undergo orientation in the purposes of GS and how it is assessed using the learning outcomes. Further, all faculty new to UNK receive an orientation to the GS and training in student advising.
● The GS program website was updated to clearly state the rationale for a general education, and includes links to assessment information, instruments and rubrics.

Proposition #5: Focus in a new program should shift from courses and departmental needs to an emphasis on students and their learning.

Actions taken in response to Proposition #5:
● The new GS program requires only a few courses about which the general faculty maintains consensus that all students should be required to take: English composition; oral communication; math; Portal and Capstone. Requirements that students take courses in specific disciplines were done away in the change to the new program. While the decisions not to privilege certain disciplines were difficult, the conversations were productive and respectful, and departments who had long planned and hired based on enrollment patterns in required GS courses that they taught were given the opportunity of creating and offering courses in other GS categories. Any department can offer a Portal, Democracy, or Capstone course, for example.

Proposition #6: UNK should support faculty development in learning-centered pedagogy and effective distance learning.

Actions taken in response to Proposition #6:
● Over the past two and a half years of the new GS program, the Center for Teaching Excellence has supported the implementation and teaching of GS courses through numerous seminars and forums, such as: globalization in GS courses, lessons learned in designing Portals, teaching liberal arts online, instructional strategies to promote critical thinking, etc.

Proposition #7: A new program should assist students evaluating scholarly sources and in using emerging technologies

Actions taken in response to Proposition #7:
● "Evaluating information" is now a program-level learning outcome and is evaluated through common assessment assignments which are graded using common rubrics. Assessed learning outcomes about evaluating sources exist in a number of GS categories: written communication, math, oral communication, Portal, and Capstone.
● Faculty in the Library are collaborating on obtaining a grant to develop an existing online information literacy component (which includes pre- and post-tests) for use in Portal courses in a pilot anticipated to begin in fall 2013.

Proposition #8: Assessment must be "built in," based on clearly articulated learning goals, and results should be used to strengthen the courses and program.

Actions taken in response to Proposition #8:
● Since the 2001 academic program review of GS, 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. Common assessments of GS courses are approved by the GS Council. They provide a baseline or framework intended to evaluate students' level of master of the learning outcomes. At the same time, these common assessment instruments are broad enough to allow faculty to modify them to fit the discipline they are teaching and the materials they choose to use in the course. In this way, academic freedom is preserved and the initiative and enthusiasm of faculty members for teaching their GS courses is not diminished. (See Appendix F for examples of common assessment instruments.)

Proposition #9: A renewed program could create a competitive advantage in the recruitment of students, and should not create impediments to recruiting and retaining them.

Actions taken in response to Proposition #9:
● In terms of ease for transferring students, the new program consists largely of courses that transfer easily, and which allow courses to transfer in. However, the Portal and Capstone courses –given their mission-specific design– are harder for students to find equivalent courses to transfer in to UNK. However, students who present 24 or more hours of GS credit in transfer are waived from taking the Portal.

Proposition #10: GS and major courses should be more cognizant of one another, pointing to the values, knowledge, and skills that each set of courses teaches.

Actions taken in response to Proposition #10:
● In the new GS program, learning outcomes in the Distribution category include the outcome that students will be able to "Articulate the relevance of the _____ course to their general education." This learning outcome is assessed using common instruments and rubrics across campus.
● Three courses in the new GS program represent a formalized attempt to create the kind of connection with major courses that this proposition addresses. Portal and Democracy in Perspective courses focus on skills and values (critical thinking and citizenship, in particular), and can be taught from any department on campus. Hence, the skills and values in the GS learning outcomes become intentionally interrelated with the disciplines. In addition, the interdisciplinary Capstone courses help students make connections between GS courses and the major or minor discipline(s).

Proposition #11: UNK should aim for broad communication among all constituencies during the renewal process.

Actions taken in response to Proposition #11:
● 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. 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 was adequate to allow the adoption of a renewed GS program. The Governance Document was disseminated across campus so that all constituencies were aware of the process for making changes to the program.
● During the renewal process and extending to the current day-to-day operations of the GS Council, campus communication was transparent, complete, and frequent. A faculty email distribution was established by the Faculty Senate in 2007 at the request of the GS Director to help facilitate that communication. The website was expanded substantially, and serves now as a one-stop venue for information about GS. Faculty teaching GS courses are put on a special email list for that semester and receive regular communication from the GS office about procedures, responsibilities, and deadlines.

D. Executive Summary of Future Directions

Weaknesses to Address

1) Need to make TaskStream more time effective and less intrusive to faculty, and reduce or eliminate the direct cost to students.
2) We may pursue a campus wide assessment fee that would cover the cost of a site license.
3) Need to examine the quality and amount of data we're collecting, and how effectively we're using that data (new assessment director will take this on).

4) We may want to pursue an alternate year, staggered assessment schedule for GS categories.
5) Many departments would like to offer more Portal and Capstone sections, but cannot due to staffing issues. Offering Distribution courses is usually easier for departments, since these courses are more traditional and are often required by majors and minors in the given department.
6)

Strengths to Build On
1) GS program is perceived on campus as being transparent. This effort is helped by having a member of the GS Council and also on the Faculty Senate serve as a liaison between the two bodies. Further, communications campus wide about the administration of the program are frequent and presented in many venues (e.g. online, email, meeting minutes, print, presentations, etc.).
2) The GS Council articulates well what it requires of courses in the program, the expected learning outcomes for those courses, and what the logistics of participating in the program are for departments.
3) The GS Council will continue to enliven the curriculum by soliciting additional, creatively designed courses for the program, particularly at the Capstone level.

Appendix A: GS 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

    o Nomination process determined by the individual Colleges; two nominees from each College, selection made by SVCAASL in consultation with the Director of General Studies
    o Three-year staggered terms
    o Faculty members finishing a complete three year term may succeed themselves only once (beginning 2003)

- One tenured faculty member from the Library

    o Nomination process determined by the Library; two nominees from the Library, selection made by SVCAASL in consultation with the Director of General Studies
    o Three-year term
    o Faculty members may succeed themselves only once

2. Non-voting Members

- Two junior or senior students from different undergraduate Colleges

    o Nominated by Student Senate, two per position, selection made by the SVCAASL
    o Rotated among the four Colleges as determined by the SVCAASL
    o One-year term

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

- All *Ex Officio* Members

  - o Director of General Studies (Chair of GSC)
  - o Registrar or representative of the Registrar's Office
  - o Director of Assessment or representative of the Assessment Office
  - o 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 B: Faculty/Student Surveys, 2005-06

Student Survey – fall 2006

Summary report

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

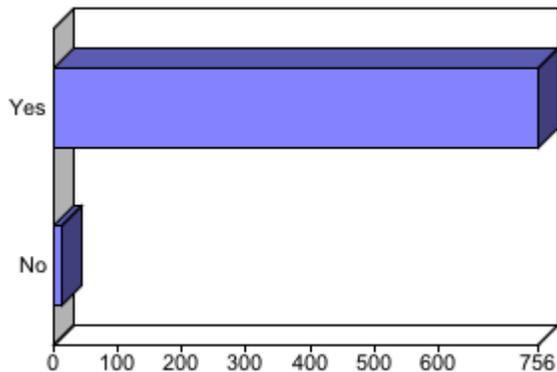|	
Report date:	Tuesday, November 21, 2006 4:04 PM
Start date:	Tuesday, October 24, 2006 12:00 PM
Stop date:	Tuesday, November 21, 2006 3:00 PM
Stored responses:	768
Completed responses:	606

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?
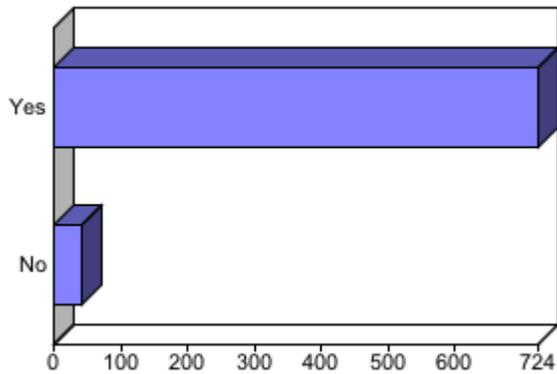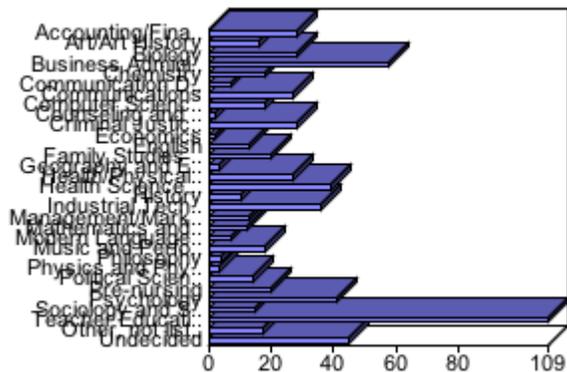

Item	Count	Percent	Cum. count	Cum. percent
Yes	724	94.39%	724	94.39%
No	43	5.61%	767	100.0%
Total	767	100%	767	100%

Total responses: 767

3. Have you taken any GS courses at other institutions?
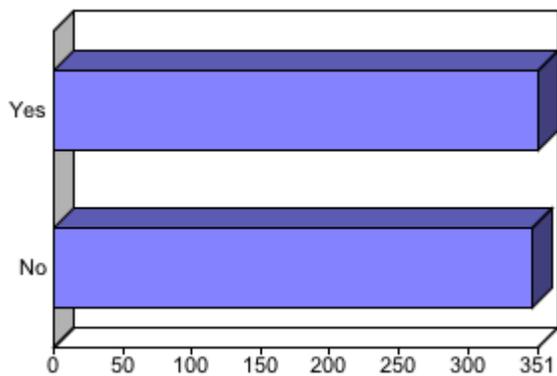
Item	Count	Percent	Cum. count	Cum. percent
Yes	351	50.36%	351	50.36%
No	346	49.64%	697	100.0%
Total	697	100%	697	100%

Total 697

responses:

4. How many GS courses have you taken at UNK?
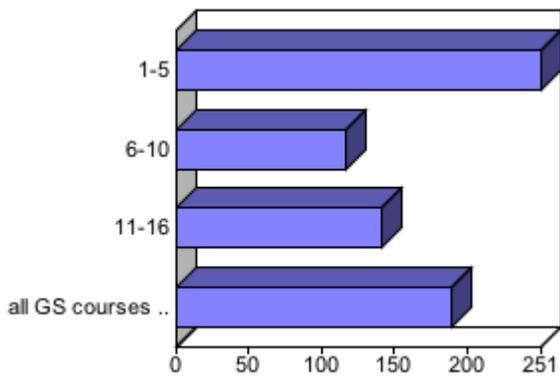
Item	Count	Percent	Cum. count	Cum. percent
1-5	251	35.96%	251	35.96%
6-10	117	16.76%	368	52.72%
11-16	141	20.2%	509	72.92%
all GS courses finished	189	27.08%	698	100.0%
Total	698	100%	698	100%

Total responses: 698

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

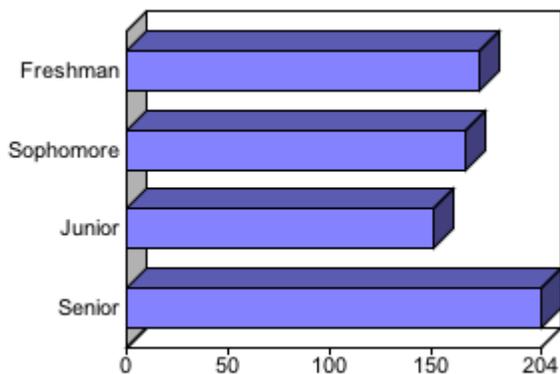| Item	Count	Percent	Cum. count	Cum. percent
Accounting/Finance	28	4.01%	28	4.01%
Art/Art History	16	2.29%	44	6.3%
Biology	28	4.01%	72	10.32%
Business Administration/Business Education	58	8.31%	130	18.62%
Chemistry	18	2.58%	148	21.2%
Communication Disorders	7	1.0%	155	22.21%
Communications	27	3.87%	182	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?
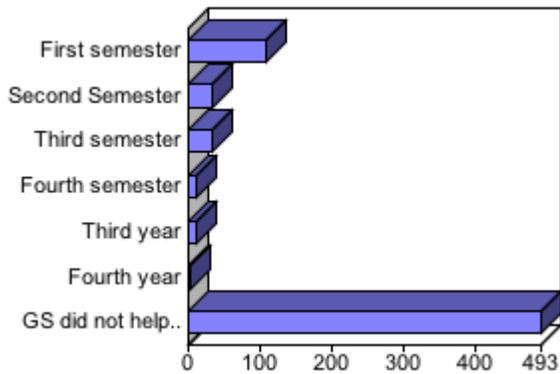
Item	Count	Percent	Cum. count	Cum. percent
First semester	110	15.8%	110	15.8%
Second Semester	34	4.89%	144	20.69%
Third semester	34	4.89%	178	25.57%
Fourth semester	10	1.44%	188	27.01%
Third year	12	1.72%	200	28.74%
Fourth year	3	0.43%	203	29.17%
GS did not help in selection	493	70.83%	696	100.0%
Total	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
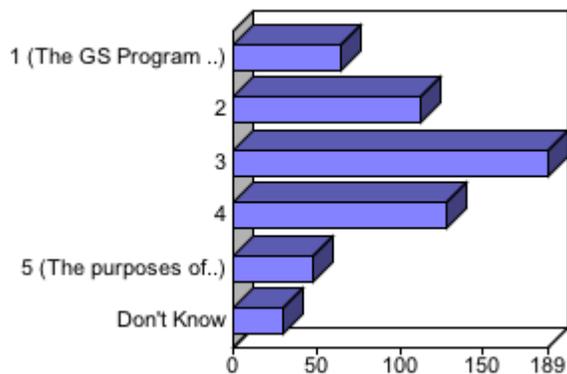
| The GS Program is characterized by an absence of clarity about the purpose of the program.	1	2	3	4	5	The purposes of the GS Program are explicit, and clear for both the students and faculty.	Don't Know	Total
Count	65	112	189	128	48		30	572
Percent	11.36%	19.58%	33.04%	22.38%	8.39%		5.24%	100%
Cum. 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
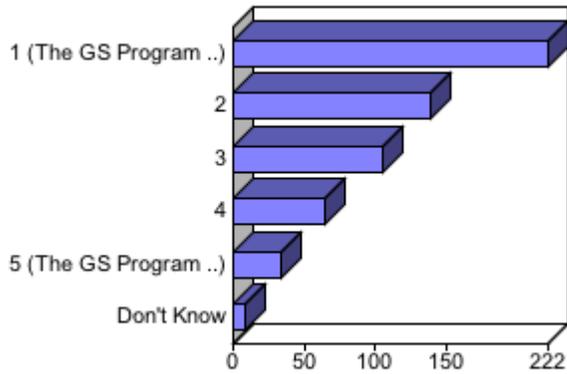
| The GS Program is expressed primarily as a list of courses that students must take.	1	2	3	4	5	The GS Program is expressed primarily as a set of goals for student learning and development.	Don't Know	Total
Count	222	139	105	64	34		8	572
Percent	38.81%	24.3%	18.36%	11.19%	5.94%		1.4%	100%
Cum. count	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
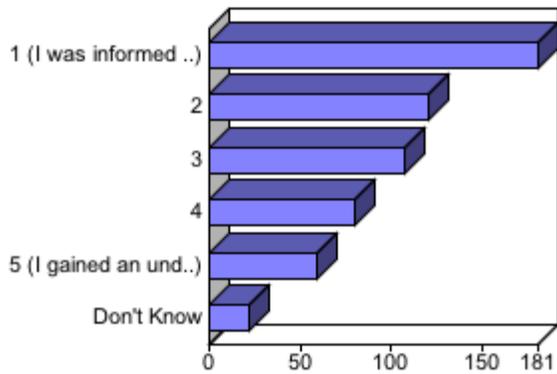
I was informed about the GS Program primarily through UNK's institutional catalog.	1	2	3	4	5	I gained an understanding of the GS Program through orientation, brochures, workshops, etc.	Don't Know	Total
Count	181	121	108	80	59		22	571
Percent	31.7%	21.19%	18.91%	14.01%	10.33%		3.85%	100%
Cum. count	181	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
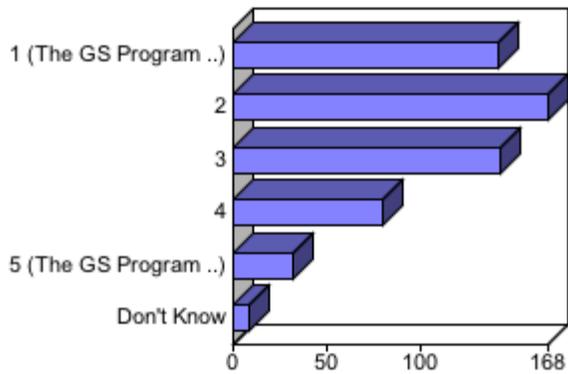
The GS Program is made up of many unrelated courses.	1	2	3	4	5	The GS Program is a coherent whole whose courses are interrelated.	Don't Know	Total
Count	141	168	142	80	32		9	572
Percent	24.65%	29.37%	24.83%	13.99%	5.59%		1.57%	100%
Cum. count	141	309	451	531	563		572	572
Cum. percent	24.65%	54.02%	78.85%	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
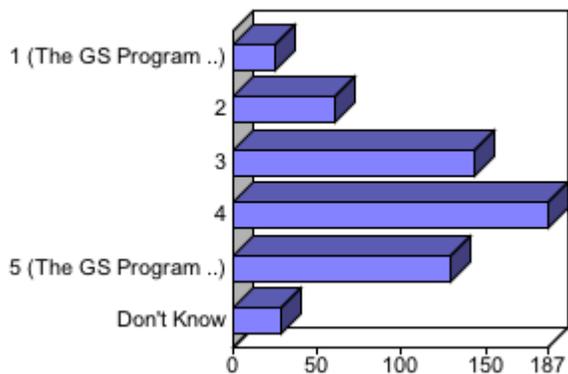
The GS Program does not include political, moral, or ethical dimensions.	1	2	3	4	5	The GS Program includes political, moral, and ethical dimensions.	Don't Know	Total
Count	25	60	143	187	129		28	572
Percent	4.37%	10.49%	25.0%	32.69%	22.55%		4.9%	100%
Cum. count	25	85	228	415	544		572	572
Cum. percent	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
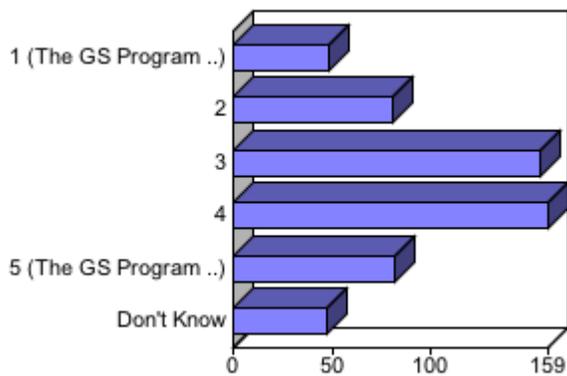
| The GS Program does not give special attention to international and global issues.	1	2	3	4	5	The GS Program recognizes the internationalization of America's interests and concerns.	Don't Know	Total
Count	48	81	155	159	82		47	572
Percent	8.39%	14.16%	27.1%	27.8%	14.34%		8.22%	100%
Cum. count	48	129	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
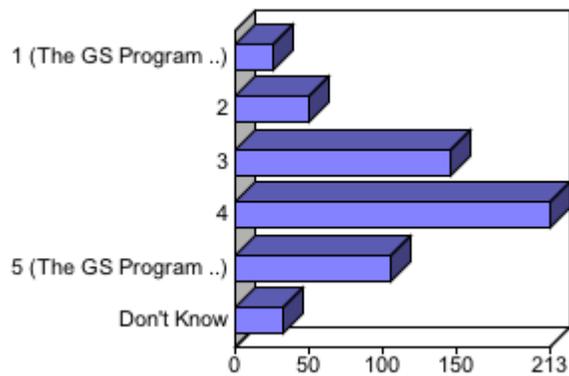
The GS Program has no multicultural or diversity component.	1	2	3	4	5	The GS Program recognizes the richness and changing composition of the US.	Don't Know	Total
Count	25	50	146	213	105		33	572
Percent	4.37%	8.74%	25.52%	37.24%	18.36%		5.77%	100%
Cum. count	25	75	221	434	539		572	572
Cum. percent	4.37%	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
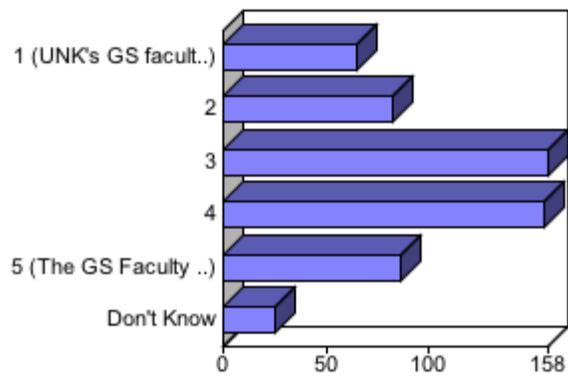
UNK's GS faculty members do not take seriously students' opinions and ideas.	1	2	3	4	5	The GS Faculty takes seriously students' opinions and ideas.	Don't Know	Total
Count	65	82	158	156	86		25	572
Percent	11.36%	14.34%	27.62%	27.27%	15.03%		4.37%	100%
Cum. count	65	147	305	461	547		572	572
Cum. percent	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
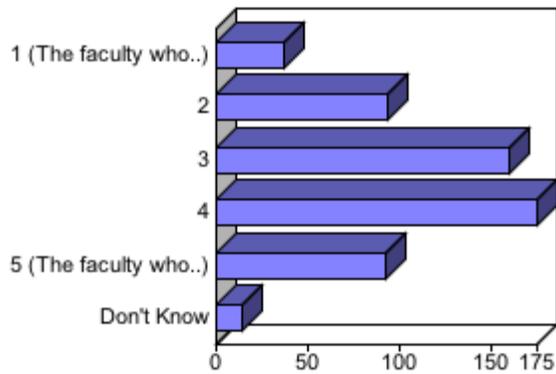
The faculty who teach our GS courses are not responsive to individual student needs.	1	2	3	4	5	The faculty who teach our GS courses are responsive to individual student needs.	Don't Know	Total
Count	37	94	160	175	92		14	572
Percent	6.47%	16.43%	27.97%	30.59%	16.08%		2.45%	100%
Cum. count	37	131	291	466	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
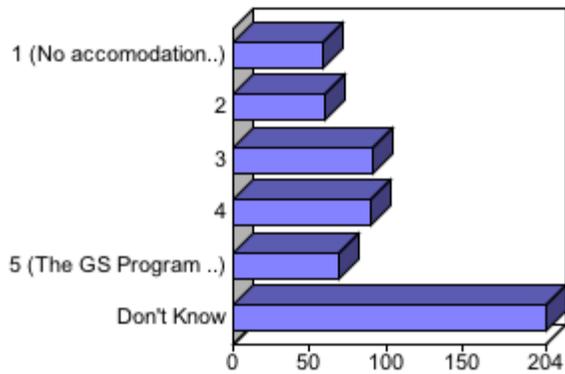
No accommodation is made for transfer students to meet GS course requirements.	1	2	3	4	5	The GS Program is structured to ensure that students can transfer to UNK without credit loss.	Don't Know	Total
Count	58	60	91	90	69		204	572
Percent	10.14%	10.49%	15.91%	15.73%	12.06%		35.66%	100%
Cum. count	58	118	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
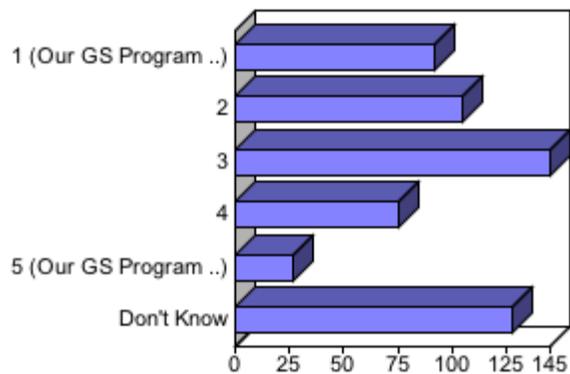
Our GS Program appears to be static with little change over time.	1	2	3	4	5	Our GS Program appears to continually be improved due to periodic evaluations.	Don't Know	Total
Count	92	105	145	75	27		128	572
Percent	16.08%	18.36%	25.35%	13.11%	4.72%		22.38%	100%
Cum. count	92	197	342	417	444		572	572
Cum. 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
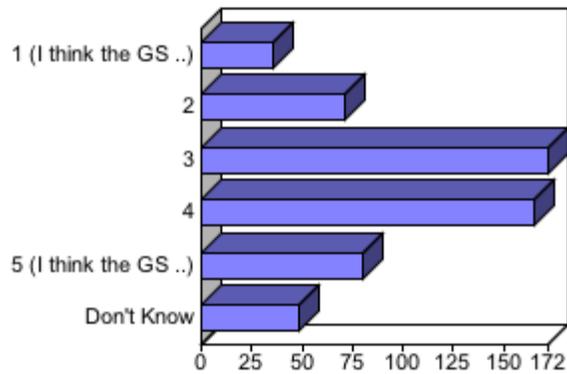
I think the GS faculty have little or no understanding of the purpose/rationale of the GS program.	1	2	3	4	5	I think the GS faculty have a good understanding of the purpose/rationale of the GS program.	Don't Know	Total
Count	36	71	172	165	80		48	572
Percent	6.29%	12.41%	30.07%	28.85%	13.99%		8.39%	100%
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
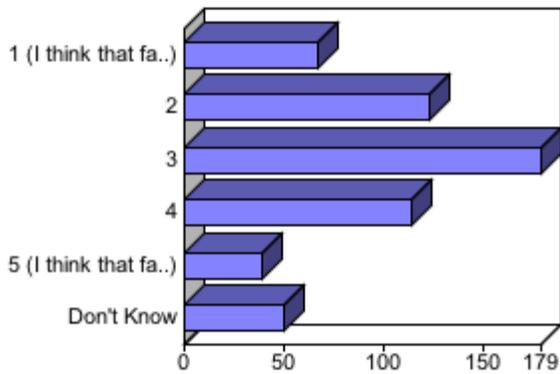
I think that faculty and chairs regard teaching GS courses as a burden and a service to non-majors.	1	2	3	4	5	I think that faculty and chairs regard teaching GS courses as an opportunity and an honor.	Don't Know	Total
Count	67	123	179	114	39		50	572
Percent	11.71%	21.5%	31.29%	19.93%	6.82%		8.74%	100%
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
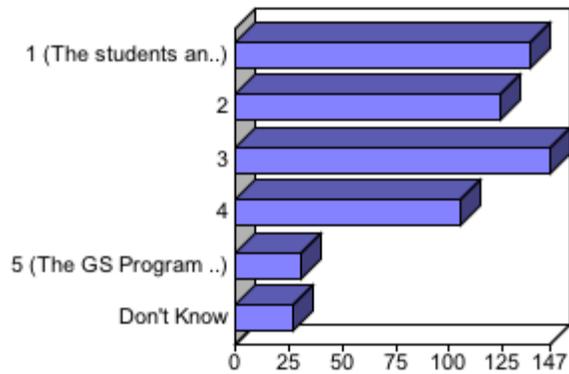
The students and faculty in our GS Program rarely interact outside of the classroom.	1	2	3	4	5	The GS Program fosters close interactions between students and faculty outside of classes.	Don't Know	Total
Count	138	124	147	105	31		27	572
Percent	24.13%	21.68%	25.7%	18.36%	5.42%		4.72%	100%
Cum. count	138	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
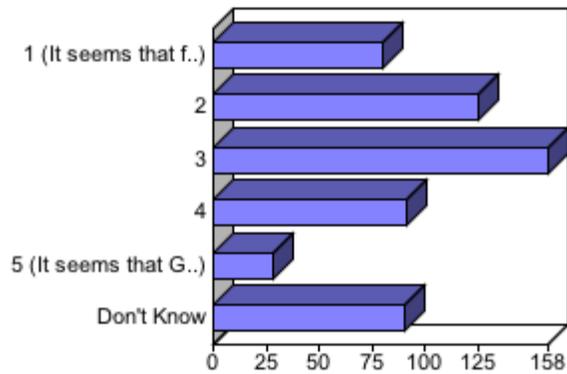
It seems that faculty members teach their own GS courses without consultation with other faculty.	1	2	3	4	5	It seems that GS faculty interact across disciplines to projects & team planning.	Don't Know	Total
Count	80	125	158	91	28		90	572
Percent	13.99%	21.85%	27.62%	15.91%	4.9%		15.73%	100%
Cum. count	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
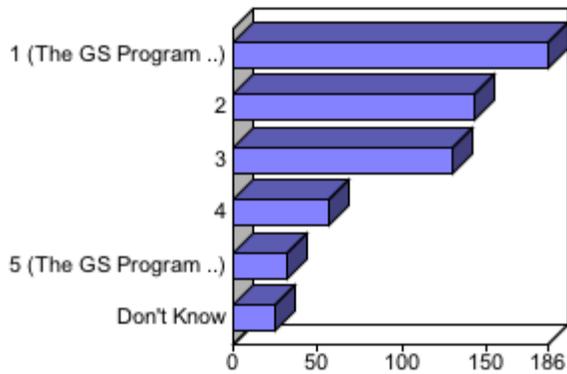
The GS Program is seen as an obstacle that stands in the way of taking majors courses.	1	2	3	4	5	The GS Program is an important selling point in recruiting other students to UNK.	Don't Know	Total
Count	186	143	130	56	32		25	572
Percent	32.52%	25.0%	22.73%	9.79%	5.59%		4.37%	100%
Cum. count	186	329	459	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
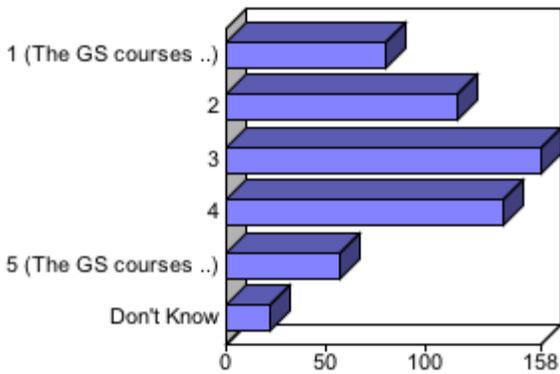
The GS courses do not provide a foundation for coursework students encounter in their majors.	1	2	3	4	5	The GS courses provide an important foundation for coursework students encounter in their majors.	Don't Know	Total
Count	80	116	158	139	57		22	572
Percent	13.99%	20.28%	27.62%	24.3%	9.97%		3.85%	100%
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
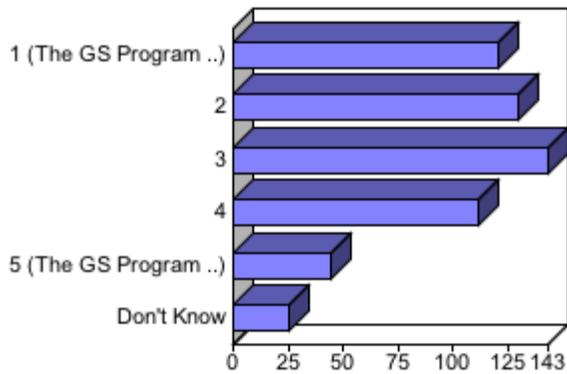
The GS Program is focused exclusively on classroom teaching and learning.	1	2	3	4	5	The GS Program recognizes that valuable student experiences occur in and out of the classroom.	Don't Know	Total
Count	120	129	143	111	44		25	572
Percent	20.98%	22.55%	25.0%	19.41%	7.69%		4.37%	100%
Cum. count	120	249	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
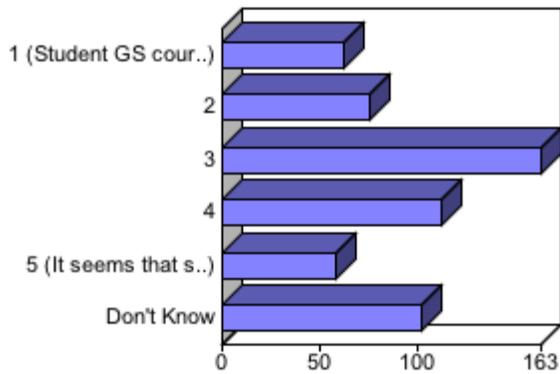
Student GS course evaluation is an expectation, but does not occur in all courses.	1	2	3	4	5	It seems that student GS course evaluation is important in deciding what courses will be offered.	Don't Know	Total
Count	62	75	163	112	58		102	572
Percent	10.84%	13.11%	28.5%	19.58%	10.14%		17.83%	100%
Cum. count	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
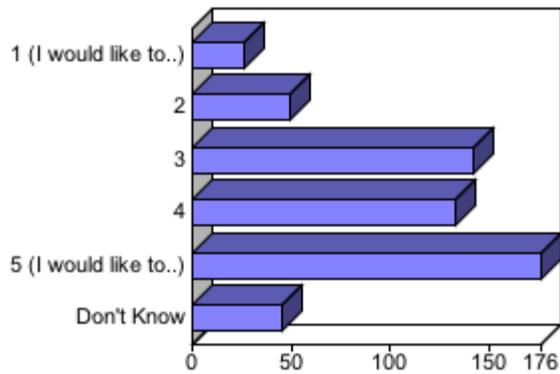
I would like to see the GS Program stay the same.	1	2	3	4	5	I would like to see major changes in the GS Program.	Don't Know	Total
Count	26	49	142	133	176		45	571
Percent	4.55%	8.58%	24.87%	23.29%	30.82%		7.88%	100%
Cum. count	26	75	217	350	526		571	571
Cum. percent	4.55%	13.13%	38.0%	61.3%	92.12%		100.0%	100%
Cum. sum	26	124	550	1082	1962		-	1962

Average: 3.73
Median: 0.0

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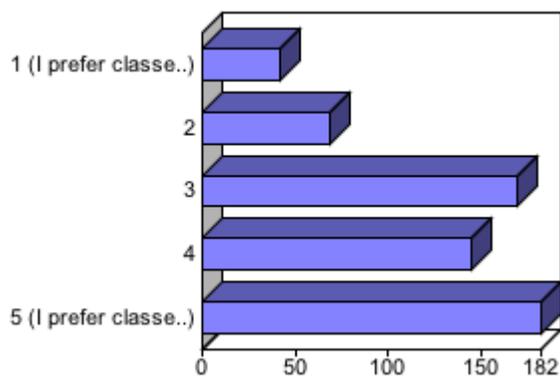
I prefer classes that are lecture format.	1	2	3	4	5	I prefer classes that are activity based.	Total
Count	42	69	169	145	182		607
Percent	6.92%	11.37%	27.84%	23.89%	29.98%		100%
Cum. count	42	111	280	425	607		607
Cum. percent	6.92%	18.29%	46.13%	70.02%	100.0%		100%
Cum. sum	42	180	687	1267	2177		2177

Average: 3.59
Median: 0.0

29. Cooperative Education
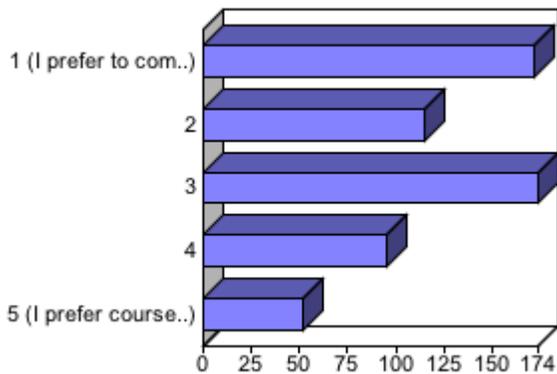
I prefer to complete all class work on my own.	1	2	3	4	5	I prefer courses that include group work.	Total
Count	172	115	174	95	52		608
Percent	28.29%	18.91%	28.62%	15.63%	8.55%		100%
Cum. count	172	287	461	556	608		608
Cum. percent	28.29%	47.2%	75.82%	91.45%	100.0%		100%
Cum. sum	172	402	924	1304	1564		1564

Average: 2.57
Median: 0.0

30. To what degree would you like to see GS courses offered on-line?
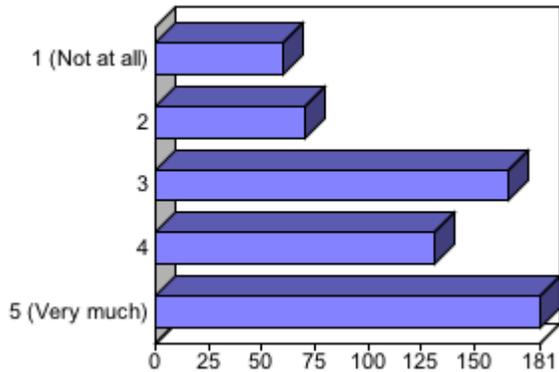
Not at all	1	2	3	4	5	Very much	Total
Count	60	70	166	131	181		608
Percent	9.87%	11.51%	27.3%	21.55%	29.77%		100%
Cum. count	60	130	296	427	608		608
Cum. percent	9.87%	21.38%	48.68%	70.23%	100.0%		100%
Cum. sum	60	200	698	1222	2127		2127

Average: 3.5
Median: 0.0

31. Continuation
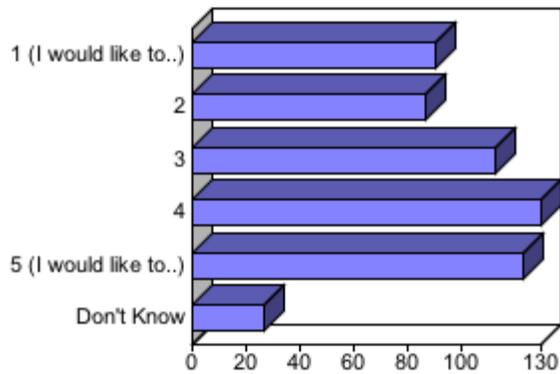
I would like to see the GS Program discontinued.	1	2	3	4	5	I would like to see the GS Program continue as part of the curriculum.	Don't Know	Total
Count	91	87	113	130	123		27	571
Percent	15.94%	15.24%	19.79%	22.77%	21.54%		4.73%	100%
Cum. count	91	178	291	421	544		571	571
Cum. percent	15.94%	31.17%	50.96%	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.
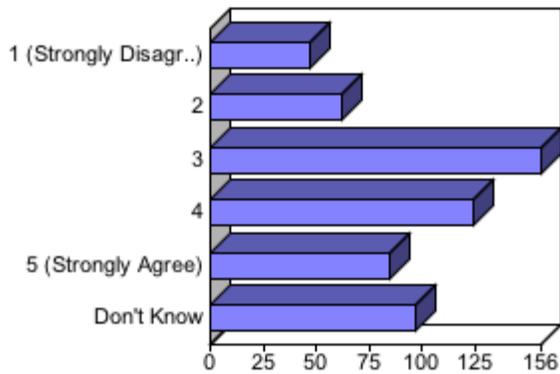
Strongly Disagree	1	2	3	4	5	Strongly Agree	Don't Know	Total
Count	47	62	156	124	85		97	571
Percent	8.23%	10.86%	27.32%	21.72%	14.89%		16.99%	100%
Cum. count	47	109	265	389	474		571	571
Cum. percent	8.23%	19.09%	46.41%	68.13%	83.01%		100.0%	100%
Cum. sum	47	171	639	1135	1560		-	1560

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.
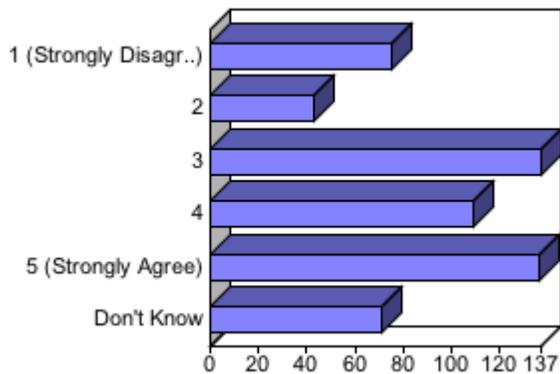
Strongly Disagree	1	2	3	4	5	Strongly Agree	Don't Know	Total
Count	75	43	137	109	136		71	571
Percent	13.13%	7.53%	23.99%	19.09%	23.82%		12.43%	100%

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

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		
	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	24	100
COE	Communication Disorders	3	15.00		
	Health/PE/Recreation and Leisure	8	40.00		
	Teacher Education	9	45.00	20	100
NSS	Biology	6	17.65		
	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	34	100
FAH	Art and Art History	2	8.33		
	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	24	100

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:	1	2	3	4	5	Total
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:	1	2	3	4	5	Total
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:	1	2	3	4	5	Total	
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:	1	2	3	4	5	Total	
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

	1	2	3	4	5	Total	Average
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:

	1	2	3	4	5	Total
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:

	1	2	3	4	5	Total
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:

	1	2	3	4	5	Total
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:	1	2	3	4	5	Total
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:	1	2	3	4	5	Total
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:						
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:						
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:	1	2	3	4	5	Total	
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:	1	2	3	4	5	Total	
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

Higher Learning Commission
A commission of the North Central Association

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May 5, 2011

Dr. Douglas A. Kristensen Chancellor University of Nebraska at Kearney 905 W. 25th St. Kearney, NE 68849-1201

Dear Chancellor Kristensen:

The progress report you submitted to our office has now been reviewed. A staff analysis of the report is enclosed.

On behalf of the Commission, I accept the report on general studies assessment. No further reports are required. The institution's next comprehensive evaluation is scheduled for 2013 - 2014.

I am also enclosing a copy of the institution's Statement of Affiliation Status, which reflects the actions I have taken on behalf of the Commission. If you have any questions about this analysis or any other evaluation matters, please let me know. I can be reached via email at rappleson@hlcommission.org or by voice at (800) 621-7440 x 122.

Sincerely,

Robert R. Appleson, Vice President for Accreditation Relations

Enclosures

STAFF ANALYSIS OF INSTITUTIONAL REPORT DATE: May 4, 2011 STAFF: Robert R. Appleson REVIEWED BY: Katherine C. Delaney

INSTITUTION: University of Nebraska at Kearney, Kearney, NE

EXECUTIVE OFFICER: Douglas A. Kristensen, Chancellor

PREVIOUS COMMISSION ACTION RE: REPORT: A progress report due on 4/30/11 focused on general studies assessment.

ITEMS ADDRESSED IN REPORT: The office of the Commission received University of Nebraska at Kearney's report on the above topic on 4/28/11.

STAFF ANALYSIS: The University of Nebraska at Kearney hosted a mandated focused visit in April 2008. The visit was focused on assessment and on the institution's request to change its stipulations of affiliation status to include online delivery of existing and future undergraduate and graduate degree programs. The team recommended approval of the University's change request. With respect to assessment, the team commented:

> *The University of Nebraska Kearney has demonstrated a significant commitment toward assessment over the past four years. While program level assessment is moving forward, assessment of General Studies still appears to be struggling due to the lack of a shared understanding of the General Studies program-level student learning outcomes.*
>
> *As it currently stands, there does not appear to be a clear, shared definition nor understanding of the learning outcomes for the General Studies program. Each department that is teaching courses in General Studies is assessing their interpretation of the outcomes in their own way, using their own instruments. As such, it is impossible to determine whether UNK students are achieving at an acceptable level when the level shifts from course to course, program to program. Many assessment "rubrics" are simply numerical scales, without descriptions of performance characteristics at each level.*

As a new General Studies program was still in its early formative stages, the team, recommended this progress report on the new program's structure, student learning outcomes, assessment plan and the implementation status for each of the outcomes.

Structure of the Renewed General Studies Curriculum
Between 2008 and 2010, the University developed and implemented a new General Studies curriculum. The curriculum is structured sequentially:

• 	It begins with a freshman seminar (or *"Portal"* course) that focuses on 1) strengthening

critical thinking skills, and 2) helping orient new students to the enhanced standards of higher education.

• Concurrent with the Portal course, beginning students also take *Foundational Core* courses in written communication, oral communication, mathematics, and democracy. These initial courses are intended to give students the necessary communication and quantitative skills, and a fundamental understanding of the principles of democracy, in order to prepare them for further general education courses.

• After the Foundational Core courses, students select courses from six *Distribution* categories: Aesthetics, Humanities, Natural Sciences, Social Sciences, Analytical & Quantitative Thought, and Wellness.

• The final piece of the curriculum is the junior level *Capstone* course, which is an interdisciplinary experience that requires each student to create and submit an original Capstone project. The project requires that students demonstrate that they have met the program level outcomes for General Studies.

General Studies Learning Outcomes

Creation of common learning outcomes with shared definitions occurred in fall 2009 and was implemented in all General Studies courses beginning in 2010. These learning outcomes were developed and refined over a three year period with the involvement of many faculty from across campus. Each of the learning outcomes is formulated such that they involve only one skill or ability and one level of accomplishment. The complete set of general studies learning outcomes was attached to the progress report. Learning outcomes are articulated for program, for the general studies portal, for the foundational core, the distribution categories and for the capstone courses.

Common Assessment Methods and Instruments

A rolling implementation of common assessment measures throughout the General Studies program began in fall 2010 with the Portal Courses and will be in place in all General Studies courses by spring 2012. The common assessments will be implemented in each area to insure assessment data are reported in all areas by fall 2013.

In each General Studies course, beginning fall 2010 with the Portal courses, students have been required to submit one assignment –designated as a General Studies assessment– as part of their grade in the course. Faculty members have six different assessment assignments they can choose from to use for their course. The six possible assessment questions all address the common learning outcomes and provide consistent assessment of those outcomes. Evaluation of the assessment assignments is completed using a common rubric that is intended to capture the learning outcomes for the course category.

Standardized Rubrics

UNK chose to adapt and use the rubrics of the Association of American Colleges & Universities (AAC&U) VALUE project. The first of the VALUE project related rubrics to be adapted were the rubric for the Portal courses. This rubric was used from the initial implementation of the new General Studies program in fall 2010. The rubric is designed to capture the learning outcomes of the Portal category.

When the students in a General Studies course are given the common assessment assignment

used to evaluate these outcomes, their performance is then evaluated using the standardized rubrics. Faculty using the rubrics for scoring are trained on the use of the rubric to insure a common understanding of the descriptions of performance for each of the items in the rubric and to allow for greater inter-rater reliability. Implementation of the standardized rubrics in the General Studies program began in fall 2010 with the Portal courses and will be in place in all General Studies courses by spring 2012.

Faculty Development
Faculty who taught a Portal course in 2010-2011 first attended three orientations – an overview of General Studies assessment, an introduction to e-portfolios, and a training session on using the Portfolio rubric and evaluating student work using TaskStream. A website was established that serves as a one-stop location for information for both students and faculty about acquiring and using TaskStream. As an incentive to learning and using the online e-portfolio system, faculty are receiving a onetime $500 stipend if 90% or greater of students enrolled in their General Studies course submit their assessment assignment on TaskStream; if the instructor evaluates all of the submissions using TaskStream; and if the instructor attends all necessary orientations.

Logistics of Assessment in the New Program
The decision was made in spring 2010 to adopt an e-portfolio system for the archiving of student assessment assignments and for the ease of online grading and compiling of results. The application adopted for General Studies at UNK is TaskStream, which was already being used by UNK's College of Education as their e-portfolio system for majors.

Beginning in fall 2010, all students entering under the new General Studies program and taking their Portal course were required to purchase a license for TaskStream and then to upload their written General Studies assessment assignment to the application. This procedure provides an efficient way to handle all the assessment assignments and gives faculty an easy way to grade the assignments using the required rubric, which is available to them in TaskStream. Faculty received training on the use of TaskStream at the same time they took part in the training on the use of rubrics.

Data from the common assessment assignments will be used at the department, college and institutional level to gauge quality of the General Studies program and to identify ways to improve student learning. The General Studies Council and director are charged with ensuring that the data are collected and analyzed, and then used formatively to improve the program and the quality of student learning.

Staff comment: The University of Nebraska at Kearney is commended both for an excellent progress report and for the excellent progress it has made in the development and implementation of the new general studies program. The general studies program and the assessment analyses that result from it will be valuable for the institution's self-study as it prepares for its comprehensive visit in 2013-2014.

STAFF ACTION: Accept the report on general studies assessment. No further reports are required. The institution's next comprehensive evaluation is scheduled for 2013 - 2014.

STATEMENT OF AFFILIATION STATUS

UNIVERSITY OF NEBRASKA AT KEARNEY 905 W. 25th St. Kearney, NE 68849-1201

Affiliation Status: Candidate: Not Applicable Accreditation: (1916- .) PEAQ PARTICIPANT

Nature of Organization

Legal Status: Public *Degrees Awarded:* B, M, S

Conditions of Affiliation:

Stipulations on Affiliation Status: None. *Approval of New Additional Locations:* Prior
Commission approval required. *Approval of Distance and Correspondence*

New Commission policy on institutional change
became

Courses and Programs:

effective July 1, 2010. Some aspects of the change
processes affecting distance delivered courses and
programs are still being finalized. This entry will be
updated in early 2011 to reflect current policy. In the
meantime, see the Commission's Web site for
information on seeking approval of distance
education courses and programs.

Reports Required: None. *Other Visits*

Scheduled: None.

Summary of Commission Review

Year of Last Comprehensive Evaluation: 2003 - 2004 *Year for*
Next Comprehensive Evaluation: 2013 - 2014 *Date of Last*
Action: 09/04/2008

Name Change:
Nebraska State Teachers College, Kearney to Kearney State
College (1964) to University of Nebraska at Kearney (7/1/91)

Appendix D: GS Program and Courses

New General Studies Program
(effective fall 2010)

45 credit hours
12 hour core, 3 hour Portal, 27 hour distribution, 3 hour capstone

I Foundational Core – 12 hours			
Written Communication 3 hours	**Math for the Liberal Arts** 3 hours OR college algebra & above	**Oral Communication** 3 hours	**Democracy in Perspective** 3 hours
II Portal Course – 3 hours			
▪ Students are strongly encouraged to take the Portal in the first two semesters. ▪ Students may take the Portal in any department. ▪ Students transferring in 24+ hours of General Studies credit are exempt from the Portal.			

III Distribution – 27 hours (22 hours in minimum requirements, 5 hours of electives)					
Aesthetics 3-6 hours	**Humanities** 6-9 hours in at least two disciplines	**Social Sciences** 6-9 hours in at least two disciplines	**Natural Sciences** 7-11 hours in at least two disciplines *(at least one lab)*	**Analytical & Quantitative Thought** 0-6 hours	**Wellness** 0-6 hours
IV Capstone Course – 3 hours					
▪ Open to juniors and seniors, and to students within 6 hours of completion of GS ▪ Students may take the Capstone in any department ▪ Requires creation of an original semester project					

COURSES

Written Communication

- ENG 102 - Academic Writing and Research

Math

- MATH 102 - College Algebra
- MATH 103 - Trigonometry
- MATH 106 - Math for Liberal Arts

- [MATH 120](#) - Finite Mathematics
- [MATH 123](#) - Applied Calculus
- [MATH 230](#) - Math for Elementary School Teachers I
- [STAT 235](#) - Statistical Techniques for Research I
- [STAT 241](#) - Elementary Statistics

Oral Communication

- [ITEC 290](#) - Communicating Through Technology
- [SPCH 100](#) - Fundamentals of Speech Communication

Democracy in Perspective

- [ART 121](#) - Artistic Freedom, Censorship and Controversy in a Democratic Society
- [CJUS 102](#) - Crime, Democracy, and Justice
- [ENG 153](#) - Democratic Vistas
- [GEOG 323](#)* - Political Geography
- [HIST 176](#) - Democratic Debates
- [ITEC 225](#) - The Influence of Technology on Democracy
- [JMC 100](#) - Global Media Literacy
- [PHIL 105](#) - Philosophical Roots of American Democracy
- [PSCI 140](#) - Democracies around the World
- [PSCI 170](#) - Democracy as a Political Idea
- [SOC 210](#) - Participating in a Democratic Society
- [SOWK 170](#) - Introduction to Social Welfare
- [TE 100](#) - Teaching in a Democratic Society

Portal

- [ACCT 188](#) - Accounting Numbers and the Business Press
- [ART 188](#) - Photography and Cultural Change
- [BIOL 188](#) - Extreme Biology
- [BSAD 188](#) - Strengths & Skills in the 21st Century Workplace
- [CDIS 188](#) - A Look at Sign Language
- [CHEM 188-01](#)- The Skeptical Chymist
- [CHEM 188-02](#) - Napoleon's Buttons
- [CHEM 188-03](#) - How do we know things in science?
- [CHEM 188-04](#) - Air is for Atmosphere
- [CJUS 188-01](#) - Native Americans and Justice
- [CJUS 188-02](#) - Women and Children for Sale: The Global Problem of Human Trafficking
- [CJUS 188-03](#) - Terrorism
- [CSIS 188](#) - Cyber Crime
- [CSP 188](#) - Culture and Ethnic Identity
- [ECON 188-01](#) - The Evolution of American Capitalism
- [ECON 188-02](#) - Agricultural Issues for Today

- ENG 188-04 - What We Talk about When We Talk about War
- ENG 188-05 - The Dead Who Will Not Die: Conceiving the Holocaust
- ENG 188-06 - Revenge in the Western World
- ENG 188-07 - Life Studies: Reading & Writing Autobiography
- FIN 188 - Philosophy of Business and Market Economics
- FORL 188 - Paris and Berlin - Tales of Two Great Cities
- FSID 188 - Intimate Relationships
- GEOG 188-01 - Global Warming and Climate Change
- GEOG 188-02 - The Population Paradox
- GEOG 188-03 - Noah's Flood and other Scientific Controversies
- GEOG 188-04 - Everyday People in the Globalized World
- HIST 188-01 - The Viking World
- HIST 188-02 - Human Rights Struggles
- HIST 188-03 - History of Warfare
- HIST 188-04 - Stalin's Terror and Purges
- HIST 188-05 - Clashing Civilizations
- HIST 188-06 - World Slave Systems
- HIST 188-07 - History of Food
- HIST 188-08 - Robin Hood: Film and Legend
- HIST 188-09 - The Great War: History, Film, Modern Memory
- HIST 188-10 - Environmental History
- ITEC 188 - Energy Gone Green
- ITEC 188-02 - Career Decisions: Achieving Success in Today's Global Economy
- MGT 188 - Globalization: Understanding Business within a Global Context
- MIS 188-01 - The Art and Science of Decision Making
- MIS 188-02 - Life is a Game
- MKT 188 - Popular Culture and Marketing in a Global Society
- MUS 188-01 - Amadeus
- MUS 188-02 - Society & the Composer: Bach, Beethoven, and Brahms
- MUS 188-03 - Musical Virtuosi
- MUS 188-04 - Broadening Global Cultural Awareness through Music
- PE 188 - Sport: the New World Religion
- PE 188-02 - The World is Fat
- PHIL 188 - The Meaning of Life
- PHIL 188-02 - The Joy of Sales Resistance
- PHYS 188 - Energy, You, and the Modern World
- PSCI 188 - Contemporary Political Issues: The Environment
- PSCI 188-02 - Contemporary Political Issues: The "Drug War"
- PSY 188-01 - Science and Skepticism
- PSY 188-02 - Death, Society and the Human Experience
- SOC 188 - Generation Me (formerly called Knowing Self in the World)
- SOC 188-02 - Social Problems
- SPCH 188 - Speeches That Changed the World
- SPCH 188-02 - Global Thinking, Individual Dreams
- TE 188-01 - Schooling Across the World
- TE 188-02 - Diversity, Democracy, & the American Dream

- [TE 188-03](#) - Leadership for Today and Tomorrow
- [THEA 188](#) - Why We Wear Clothes - The History of European Dress

Aesthetics

- [ART 100](#) - Art Structure
- [ART 120](#) - Art Appreciation
- [DANC 122](#) - Dance Appreciation
- [MUS 100](#) - Music Appreciation
- [MUS 101](#) - American Musical Theatre
- [MUS 106](#) - Introduction to Jazz & Blues
- [MUS 107](#) - Introduction to Rock & Blues
- [MUS 347](#)* - Music History and Literature I
- [MUS 348](#)* - Music History and Literature II
- [MUS 159](#) - Piano Fundamentals
- [THEA 120](#) - Introduction to Theatre
- [THEA 121](#) - Completing the Look: The Art of Costuming

Humanities

- [ENG 235H](#) - American Studies
- [ENG 240H](#) - Literary Classics of the Western World
- [ENG 250](#) - Introduction to Literature: British Literature
- [ENG 251](#) - Introduction to Literature: American Literature
- [ENG 252](#) - Introduction to Literature: Western Civilization
- [ENG 253](#) - Introduction to Literature: Non-Western Civilization
- [ENG 254](#) - Introduction to Literature: Special Topics
- [ENG 280H](#) - Special Topics
- [FREN 200/GERM 200/SPAN 200 & FREN 201/GERM 201/SPAN 201](#) - Intermediate French/German/Spanish I & Intermediate French/German/Spanish II
- FREN 201 - Intermediate French II (see FREN 200 above)
- [HIST 210](#) - Western Civilization
- [HIST 211](#) - Western Civilization (II)
- [HIST 212](#) - Non-Western World History
- [HIST 215](#) - Introduction to Latin America
- [HIST 250](#) - American History
- [HIST 251](#) - American History (II)
- GERM 200 - Intermediate German (see FREN 200 above)
- GERM 201 - Intermediate German II (see FREN 200 above)
- [GERM 204/SPAN 204](#) - Culture, Conversation and Composition/Culture, Conversation and Writing
- [PHIL 100](#)- Introduction to Philosophy
- [PHIL 120](#) - Introduction to Ethics
- [PHIL 250](#) - Ancient Philosophy
- [PHIL 251](#) - Medieval Philosophy

- PHIL 253 - Modern Philosophy
- PHIL 254 - Contemporary Philosophy
- PHIL 260 - Philosophy of Culture
- SPAN 200 - Intermediate Spanish (see FREN 200 above)
- SPAN 201 - Intermediate Spanish II (see FREN 200 above)
- SPAN 204 - Culture, Conversation and Writing (see GERM 204 above)
- SPCH 154 - Cross-Cultural Communication

Social Sciences

- CJUS 101 - Introduction to Criminal Justice
- CJUS 375 - Comparative Criminal Justice Systems
- CJUS 380 - Minorities in Criminal Justice
- ECON 100 - Contemporary Economic Issues
- ECON 270 - Principles of Economics, Macroeconomics
- ECON 271 - Principles of Economics, Microeconomics
- ETHS 101 - Introduction to Ethnic Studies
- FSID 151 - Human Sexual Behavior
- FSID 351 - Marriage and Family Relationships
- GEOG 104 - World Regional Geography
- GEOG 106 - Human Geography
- GEOG 206 - Geography of the United States and Canada
- INTS 100 - Introduction to International Studies
- ITEC 210 - Society and Technology
- PSCI 110 - Introduction to American Politics
- PSCI 168 - Introduction to International Relations
- PSCI 280H - Special Topics
- PSY 203 - General Psychology
- PSY 230 - Human Development
- SOC 100 - Introduction to Sociology
- SOC 250 - Anthropology
- SOSC 288* - Modes of Inquiry: Understanding Revolution: From 1776 to the Arab Spring
- SPCH 202 - Communication Concepts in Society
- WSTD 220 - Women's and Gender Studies

Natural Sciences

- BIOL 103 - General Biology
- BIOL 105 - Biology I
- BIOL 106 - Biology II
- BIOL 211 - Human Microbiology
- BIOL 215 - Human Physiology
- CHEM 145 - Introduction to Chemistry
- CHEM 150 - Introduction to Organic and Biochemistry

- CHEM 160 - General Chemistry I
  and CHEM 160L - General Chemistry I Laboratory
- CHEM 161 - General Chemistry II
  and CHEM 161L - General Chemistry II Laboratory
- GEOG 101 - Physical Geography I: The Atmosphere
- GEOG 102 - Physical Geography II: The Lithosphere
- GEOG 103 - The Dynamic Planet: Hazards in the Environment
- GEOG 209 - Meteorology (see PHYS 209 below)
- PHYS 100 & L - Physical Science
- PHYS 107 & L - Physical Science for Elementary Teachers
- PHYS 131H - Newton's Universe
- PHYS 132H - Einstein's Universe
- PHYS 155 & L - Science of Sound and Music
- PHYS 201 - Earth Science
- PHYS 205 & L - Physics I
- PHYS 206 & L - General Physics II
- PHYS 209 / GEOG 209 - Meteorology
- PHYS 210 & L - Astronomy
- PHYS 211 - Planetary Astronomy
- PHYS 275 & L - General Physics I
- PHYS 276 & L - General Physics II

Analytical and Quantitative Thought

- CSIS 100X - Computing Environments
- CSIS 108 - Computers in Society
- CSIS 111 - Applied Computer Programming
- CSIS 112 - Programming in C
- CSIS 130 - Introduction to Computer Science
- ITEC 150 - Telecommunications Literacy
- MATH 330 - Math for Elementary Teachers II
- MGT 233 - Business Statistics
- MIS 182 - Software Productivity Tools
- MUS 200* - Theory I
- PSY 250 - Behavioral Statistics

Wellness

- FSID 110 - Introduction to Nutrition
- FSID 160 - Personal Money Management
- HSCI 140 - Introduction to Public Health
- PE 110 - Basic Sports
- PE 150 - Healthy Wealthy and Wise
- PSY 231 - Abnormal Behavior and Society

Capstone

- BIOL 388 - Brewing Science (see PHYS 388 below)
- BIOL 388-02 - Illustrating Science
- BIOL 388-03 - Science of Fear
- CHEM 388 - Brewing Science (see PHYS 388 below)
- CHEM 388-02 / CJUS 388 - Forensic Science
- CJUS 388 - Forensic Science (see CHEM 388-02 above)
- CSIS 388 - Social Networking
- ECON 388 - The Morality of Capitalism
- ENG 388 - Jewel in the Crown: The British Empire in History, Politics, and Literature
- ENG 388-02 - Ways of World Making: Religion and Film
- GEOG 388 - Brewing Science (see PHYS 388 below)
- INTS 388 - Capstone in International Studies
- INTS 388-02 - Gender and War in Modern Europe
- ITEC 388 - Applied Project Management
- MGT 388-01 - Project Management
- MGT 388-02 - Leaders (Like You) Can Shape History
- MIS 388 - Data Visualization
- MKT 388-01 - Emerging Marketing Media
- MKT 388-02 - Philanthropy: Learning to Give
- MUS 388 - Music, Culture and Gender
- PE 388-01 - The Science of Play
- PHYS 388 / CHEM 388 / BIOL 388 / GEOG 388 - Brewing Science
- PSY 388 (BIOL 388) - Science of Fear
- SOC 388 - The Holocaust - *approved but on hold per department request*
- SOWK 388 - Substance Abuse and Addictive Disorders
- THEA 388 - Healing Through Drama Therapy

Appendix E: GS Learning Outcomes

PROGRAM-LEVEL LEARNING OUTCOMES

Students are able to:
1) Evaluate information appropriate to the task.
2) Apply principles of critical thinking to demonstrate integrative learning.
3) Communicate effectively in spoken form.
4) Communicate effectively in written form.
5) Analyze cultural issues within a global context.
6) Evaluate in context significant concepts relating to democracy.

I. FOUNDATIONAL CORE

- **WRITTEN COMMUNICATION**
  The courses in this category are designed to develop and demonstrate the following abilities:
    1. Discern a writer's argument or purpose.
    2. Use appropriate sources responsibly.
    3. Use context-appropriate conventions of written English.
    4. Form and support a coherent position on an issue.
    5. Write in a manner appropriate to the audience and context.

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  MATH
  The courses in this category are designed to develop and demonstrate the following abilities:

    6. Apply mathematical logic to solve equations.
    7. Describe problems using mathematical language.
    8. Solve problems given in mathematical language using mathematical or statistical tools.
    9. Interpret numerical data or graphical information using mathematical concepts and methods.
    10. Construct logical arguments using mathematical language and concepts.
    11. Use mathematical software effectively.

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  ORAL COMMUNICATION
  The courses in this category are designed to develop and demonstrate the following abilities:

    12. Evaluate appropriate sources.
    13. Utilize effective verbal and non-verbal expressions.
    14. Deliver effective speeches appropriate to the context.

15. Orally present a coherent position on an issue.
16. Assess oral argumentation as a critical consumer.

-
  DEMOCRACY IN PERSPECTIVE
  The courses in this category are designed to develop and demonstrate the following abilities:

  17. Explain the roles that democratic concepts, including individual rights, play in a just democracy.
  18. Analyze how citizens engage in democracy.
  19. Evaluate democratic practices across different contexts (such as settings, time, socioeconomic conditions, cultures, and political boundaries).

II. PORTAL COURSE
The courses in this category are designed to develop and demonstrate the following abilities:

1. Analyze critical issues confronting the individual and society, including a global context.
2. Interpret an argument through engaged discourse within the discipline.
3. Construct a cogent argument pertaining to the course topic.

III. DISTRIBUTION

- **AESTHETICS**
  The courses in this category are designed to develop and demonstrate the following abilities:
  1. Articulate the relevance of the Aesthetics course to their general education.
  2. Explain the significance of a work of art within its context (i.e. cultural, historical).
  3. Identify the structure of a work of art by describing its elements.
  4. Interpret a work of art using concepts appropriate to its medium.
  5. Distinguish between works of art from various time periods and cultures.

  HUMANITIES
  The courses in this category are designed to develop and demonstrate the following abilities:

  6. Articulate the relevance of the Humanities course to their general education.
  7. Analyze primary sources using methodologies appropriate to disciplines in the Humanities.
  8. Create coherent positions based on the interpretation of primary sources.
  9. Communicate effectively using the modes of discourse appropriate to the discipline.
  10. Evaluate primary sources in cultural, historical, literary, or philosophical contexts.

SOCIAL SCIENCES

The courses in this category are designed to develop and demonstrate the following abilities:

11. Articulate the relevance of the Social Science course to their general education.
12. Describe basic concepts and methods used in a social science discipline.
13. Demonstrate how basic concepts and methods from a social science discipline explain individual or group behavior.
14. Evaluate the connection between social science research and social or political policy.
15. Apply concepts and methods from a social science discipline to social science research.

NATURAL SCIENCES

The courses in this category are designed to develop and demonstrate the following abilities:

16. Articulate the relevance of the Natural Science course to their general education.
17. Explain how knowledge of natural science is applicable to their lives.
18. Apply appropriate scientific methodology within one of the natural sciences.
19. Evaluate the validity and limitations of scientific theories and claims.
20. *(Required for lab courses only)* Analyze scientific data acquired through laboratory experiences in one of the natural sciences.

ANALYTICAL & QUANTITATIVE THOUGHT

The courses in this category are designed to develop and demonstrate the following abilities:

21. Articulate the relevance of the Analytical & Quantitative Thought course to their general education.
22. Express formal relationships using various forms of analytical reasoning.
23. Define problems using techniques appropriate to the discipline.
24. Solve problems using techniques appropriate to the discipline.
25. Draw appropriate inferences from data in various forms.
26. Evaluate analytical results for reasonableness.

WELLNESS

The courses in this category are designed to develop and demonstrate the following abilities:

27. Articulate the relevance of the Wellness course to their general education.
28. Describe components of wellness.
29. Recognize the potential consequences of personal choices.
30. Analyze the roles of society in wellness promotion.
31. Develop an action strategy for wellness.

IV. CAPSTONE COURSE

The courses in this category are designed to develop and demonstrate the following abilities:

1. 1. Evaluate information from more than one academic discipline.
    2. Formulate logical connections between disciplines as they relate to the topic.
    3. Employ the approach of more than one academic discipline in completing a Capstone project.
    4. Synthesize knowledge related to the topic in completing a Capstone project.
    5. Communication effectively in the medium chosen for the Capstone project.

Appendix F: Rubrics and Instruments

WRITTEN COMMUNICATION

Option 1: Research Proposal

Using a self-selected or assigned topic, students write a proposal for a fully developed research-supported essay. The initial task is to identify gaps in one's knowledge that can be at least partially filled by recourse to primary or secondary sources. Students will consult as many sources as necessary (or assigned) and complete a paper including

- o A context for the research, including audience and purpose
- o An annotated bibliography of primary/secondary sources
- o A statement assessing the usefulness of each source
- o A working thesis statement or idea
- o A statement regarding the extent to which the selected resources and the (student) writer's personal knowledge over *XXX* can answer current or enduring questions over the topic.

Target written communication outcomes:
   Discern a writer's argument or purpose.
   Use appropriate resources responsibly.
   Use context-appropriate conventions of written English.
   Form and support a coherent position on an issue.
   Write in a manner appropriate to the audience and context.

Assessment should be given and collected somewhere within the last 4 weeks of the semester. Length of the proposal is at the instructor's discretion.

Option 2: Research-Supported Essay

This paper, most likely assigned near the end of the semester, will take the form of a fully developed, coherent essay that draws upon primary and/or secondary sources, demonstrates awareness of rhetorical context, and conforms to the conventions of the discipline.

Target written communication outcomes:
   Discern a writer's argument or purpose.
   Use appropriate resources responsibly.
   Use context-appropriate conventions of written English.
   Form and support a coherent position on an issue.
   Write in a manner appropriate to audience and context.

Assessment should be given and collected somewhere within the last 4 weeks of the semester. Length of the proposal is at the instructor's discretion.

Written Communication Rubric

This rubric addresses the following GS learning outcomes:

Program Level #1 – Evaluate information appropriate to the task; **Program Level #2** – Apply principles of critical thinking to demonstrate integrative learning; **Program Level #4** – Communicate effectively in written form; **Written Communication #1-#5** – Discern a writer's argument or purpose; Use appropriate sources responsibly; Use context-appropriate conventions of written English; Form and support a coherent position on an issue; Write in a manner appropriate to the audience and context.

Evaluators are encouraged to assign "Does not meet criteria" to any work that does not meet Beginning level performance, is plagiarized, off topic, or does not meet specifications.

	Beginning	Developing	Proficient	Advanced
1) Context of and purpose for writing.	Demonstrates minimal attention to context, audience, purpose, and to the assigned task(s) (e.g. expectation of instructor or self as audience).	Demonstrates awareness of context, audience, purpose, and to the assigned task(s) (e.g. begins to show awareness of audience's perceptions and assumptions).	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.
2) Content Development	Uses appropriate and relevant content to develop simple ideas in some parts of the work.	Uses appropriate and relevant content to explore ideas through most of the work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.

3) Genre and disciplinary conventions.	Attempts to use a consistent system for basic organization and presentation.	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation.	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices.	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task(s) including organization, content, presentation, formatting, and stylistic choices.
4) Sources and evidence.	Demonstrates an attempt to use sources to support ideas in the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates skillful use of high quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing.
5) Control of syntax and mechanics.	Uses language that sometimes impedes meaning because of errors in usage.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses straightforward language that generally conveys meaning to readers. The language in the assignment has few errors.	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.

ORAL COMMUNICATION

Following are approved guidelines for assessment assignments in the Oral Communication category of the General Studies Program.

<u>GUIDELINES</u>

Students will deliver an individual oral presentation that is a prepared, purposeful, and designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Assignment
The presenter will:
- Deliver an individual, formal presentation appropriate to the requirements and context of the course;
- Have a specific purpose intended for the audience;
- Develop a position on an issue;
- Use and cite multiple sources of support; and
- Follow the general guidelines of a formal presentation: clear organization, developed content, extemporaneous delivery; and
- Use visual media or aids where appropriate.

ORAL COMMUNICATION RUBRIC

This rubric addresses the following GS learning outcomes: **Program Level #1** – Evaluate information appropriate to the task; **Program Level #3** – Communicate effectively in spoken form; **Oral Communication #1** – Evaluate appropriate sources; **Oral Communication #2** Utilize effective verbal and non-verbal expressions; **Oral Communication #3** -- Deliver effective speeches appropriate to the context; and, **Oral Communication #4** -- Orally present a coherent position on an issue.

	Beginning	**Developing**	**Proficient**	**Advanced**
Central Message The main point or thesis. *(OC Outcome 3)*	Central message is implied but not explicitly stated. Message is not supported by the content or related to the audience.	Central message is stated, but not clear, repeated, completely supported or related to the audience.	Central message is clear and consistent with the supporting material. Speaker relates the message to the audience.	Central message is compelling and supported by the content of the speech; it is repeated and adapted to the audience as appropriate to the context.
Content The support and reasoning. *(OC Outcome 1 OC Outcome 4)*	Insufficient variety and amount of evidence used and lacks credibility. Visual media (if required) are distracting or missing when necessary.	Speaker's conclusions supported but not entirely justified. Sources lack credibility and variety. Visual media (if required) are lacking.	Different types of support are used and cited. Support adequately justifies speaker's position. Visual media (if required) are used as appropriate.	Speaker integrates credible evidence from multiple, cited sources and uses various types to support position. Visual media (if required) are compelling.
Organization The clear arrangement of ideas. *(OC Outcome 4)*	The organization is minimally observable and inconsistent within the presentation.	The organization is intermittently observable in the introduction, body, and conclusion.	The organization is clearly and consistently observable throughout the introduction, body, and conclusion.	The organization is cohesive and compelling throughout the introduction, body, and conclusion, and makes the presentation.
Language Effective verbal expression *(OC Outcome 2)*	Language choices are unclear, ineffective, and inappropriate to audience.	Language choices are mundane and commonplace and may lack clarity or compelling expression.	Language choices are thoughtful and generally support the effectiveness of the presentation.	Language choices are memorable, compelling and enhance the effectiveness of the presentation.
Delivery Effective nonverbal expression. *(OC Outcome 2)*	Delivery detracts from the understandability of the presentation, and speaker appears uncomfortable.	Delivery makes the presentation understandable; speaker appears tentative.	Delivery makes the presentation interesting, and speaker appears comfortable.	Delivery makes the presentation compelling, and speaker appears polished and confident.

Democracy in Perspective Assessment Assignment

1) All courses in the *Democracy in Perspective* category of General Studies should use this instrument and rubric for assessment.
2) Faculty may give more specific instructions tailoring the assignment to the class and prescribing the sources of information that should be drawn on in writing the essay.
3) The assignment and rubric are considered a pilot in Fall 2011 and may be refined for use in future semesters.

ASSESSMENT ASSIGNMENT

Write a 2-3 page essay evaluating how democratic practices vary across ONE OR MORE of the different contexts listed below, analyzing how the context(s) shape different perspectives about democracy.

Contexts

- Settings
- Time
- Socio-economic conditions
- Cultures
- Political boundaries

Democracy in Perspective Course Rubric

This rubric addresses the following democracy outcomes:
Outcome #1 – Explain the roles that democratic concepts, including individual rights, play in a just democracy; **Outcome #2** – Analyze how citizens engage in democracy; **Outcome #3** – Evaluate democratic practices across different contexts (such as settings, time, socioeconomic conditions, cultures, and political boundaries).

Evaluators are encouraged to assign "Does not meet criteria" to any work that does not meet Beginning level performance.

	Beginning	**Developing**	**Proficient**	**Advanced**
1) Content development of democratic concepts	Develops simple ideas about democratic concepts in some parts of the assignment.	Uses related content to develop simple ideas about democratic concepts throughout most of the assignment.	Uses relevant, persuasive content to explore democratic concepts throughout the assignment.	Uses relevant, compelling content to illustrate a mastery of the subject, conveying the writer's understanding of democratic concepts.
2) Context and assumptions of democracy	Demonstrates minimal attention to context or purpose of the materials.	Demonstrates awareness of context and purpose of the materials.	Demonstrates consideration of context and purpose of the materials.	Demonstrates a thorough understanding of context, intended audience and purpose of the materials.
3) Analysis of democratic engagement	Conclusions about engagement are inconsistently tied to some of the information discussed.	Conclusions about engagement are tied to information chosen to fit the desired conclusion.	Conclusions about engagement are logically tied to relevant information, including diverse viewpoints.	Conclusions about engagement are logical and reflect student's fully informed evaluation.

Option 1: Integrated Summary
Instructor provides students with 3-4 articles targeting a specific course concept, phenomena or theory*. From these articles, students are instructed:

- *Your task is to show a critical understanding of the literature relevant to XXX. From the articles provided, select the articles that are most relevant to furthering our understanding of XXX. Using the selected articles, write an integrated summary that demonstrates a critical understanding of XXX within the context of the discipline. Your summary should include a brief overview of XXX and an integrated discussion of the selected articles. The entire integrated summary should be 2-3 double-spaced pages (not including title or reference page) and should be written in a style appropriate to the discipline.*

*Assignment could be specifically tailored to address cultural issues or civic engagement by the nature of the articles selected. If targeting cultural issues, the following directions could be added to the assignment:

- *Your summary should include a brief overview of XXX, an integrated discussion of the selected articles, and an analysis of the cultural issues of XXX within a global context.*

If targeting civic engagement, the following directions could be added to the basic assignment:

- *Your summary should include a brief overview of XXX, an integrated discussion of the selected articles, and an analysis of XXX as it applies to civic engagement / democracy in a modern society.*

Target program-level outcomes:
1) Evaluate information appropriate to the task.
2) Apply principles of critical thinking to demonstrate integrative learning.
3) N/A
4) Communicate effectively in written form.
5) *Analyze cultural issues within a global context.
6) *Evaluate in context significant concepts relating to democracy.

Option 2: Current Event Analysis
Instructor selects a current event relevant to issues, concepts or theories targeted in the class*. Students are given the current event topic and instructed:

- *Your task is to analyze XXX using the theories, concepts and ideas learned in this class. Using both the Internet and your textbook as a resource, you should identify three credible, reliable references from which to base your analysis. Your analysis should demonstrate a critical understanding of XXX as it relates to the discipline; clearly show how selected course concepts and theories can be used to inform our understanding of XXX. Your analysis should be 2-3 pages double-spaced (not including title or reference page) and should be written in a style appropriate to the discipline.*

*Assignment could be specifically tailored to address cultural issues or civic engagement by the

nature of the current event selected. If targeting cultural issues, the following directions could be added to the assignment:

- *Your analysis should demonstrate a critical understanding of XXX as it relates to the discipline and our global society; clearly show how selected course concepts and theories can be used to inform our understanding of XXX and highlight cultural issues of XXX within a global context.*

If targeting civic engagement, the following directions could be added to the basic assignment:

- *Your analysis should demonstrate a critical understanding of XXX as it relates to the discipline and our democratic society; clearly show how selected course concepts and theories can be used to inform our understanding of XXX and highlight XXX as it applies to civic engagement / democracy in our modern society.*

Target program-level outcomes:
7) Evaluate information appropriate to the task.
8) Apply principles of critical thinking to demonstrate integrative learning.
9) N/A
10) Communicate effectively in written form.
11) *Analyze cultural issues within a global context.
12) *Evaluate in context significant concepts relating to democracy.

Option 3: Controversial Issue Analysis
Students are instructed:

- *As you know more about XXX (discipline name), you discover that there are many issues and topics in which even the experts can't agree. Take the controversial issue provided by your instructor and find two reliable, credible sources on each side of the controversy and write an integrated summary to show the research and findings for both sides of the debate. In addition, you should provide a critical analysis of the support for each position to formulate (and share) your own informed position on the controversy. Your analysis should be 2- 3 pages double-spaced (not including title or reference page) and should be written in a style appropriate to the discipline.*

*Assignment could be specifically tailored to address cultural issues or civic engagement by the nature of the discipline; some courses or topics may lend themselves to controversial issues that are directly tied to cultural awareness and/or civic engagement. In addition, assignment could be modified in which the instructor selects the controversial issue to ensure that it targets one of these dimensions.

** Assignment could be modified to be an oral debate in which students are assigned to one side of a controversial issue and must be able to support and defend their position in a live debate format.

Target program-level outcomes:
1) Evaluate information appropriate to the task.
2) Apply principles of critical thinking to demonstrate integrative learning.
3) **Communicate effectively in spoken form.

4) Communicate effectively in written form.
5) *Analyze cultural issues within a global context.
6) *Evaluate in context significant concepts relating to democracy.

Option 4: Research Proposal

Instructor selects a basic research article that is appropriate to the discipline. Students are given the article and instructed:

- *Read the article XXX and reflect on the value of the study as well as the meaning and significance of the conclusions. Your task is to propose a follow-up study to either: 1) address flaws, shortcomings or weaknesses of the original study; or 2) expand the original findings by furthering our understanding of the relevant issues. Your proposal should briefly justify your rationale for the target of the follow-up study, provide a clear hypothesis and outline the relevant methodology and considerations necessary to implement your follow-up study. You should use language and methodologies relevant to your discipline. Your proposal should be 2- 3 pages double-spaced (not including title or reference page) and should be written in a style appropriate to the discipline.*

Assignment could be specifically tailored to address cultural issues or civic engagement by the nature of the article selected; some articles/topics/disciplines may lend themselves directly to studies that are tied to cultural awareness and/or civic engagement.
*In addition, a component of the analysis could directly ask students to address the issue of cultural bias as a component of the selected research article.
**Furthermore, if relevant, students could be asked to directly discuss the relevance to civic engagement by addressing the value of the research findings for social change or societal impact.

Target program-level outcomes:
1) Evaluate information appropriate to the task.
2) Apply principles of critical thinking to demonstrate integrative learning.
3) N/A
4) Communicate effectively in written form.
5) *Analyze cultural issues within a global context.
6) **Evaluate in context significant concepts relating to democracy.

Option 5: Community Introspection

Students are instructed:

- *The world in which we live is complex interaction of social, political, and interpersonal forces that are shaped by our understanding of science, history and art. Your task in the community introspection is to select one social policy, law or community practice that can be linked back to your understanding of XXX (discipline). In your introspective report, you should discuss the relationship between XXX and relevant social policy/law/practice, highlight ways to use your knowledge about XXX to impact civic action and reflect upon your role in civic life, politics and government. Your introspection should be 2- 3 pages double-spaced (not including title or reference page) and should be written in a style appropriate to the discipline.*

*Assignment could be modified to integrate cultural awareness issues by adding the following:

- *In your introspective report, you should discuss the relationship between XXX and relevant social policy/law/practice, highlight ways to use your knowledge about XXX to impact civic action, articulate an awareness of cultural bias, relevance or perspective, and reflect upon your role in civic life, politics and government.*

Target program-level outcomes:
1) Evaluate information appropriate to the task.
2) Apply principles of critical thinking to demonstrate integrative learning.
3) N/A
4) Communicate effectively in written form.
5) *Analyze cultural issues within a global context.
6) Evaluate in context significant concepts relating to democracy.

Option 6: Media Analysis
Instructor selects a topic addressed in the global media community that is relevant to course concepts, issues or theories. Students are instructed to:

- *Utilizing your textbook and the Internet as resources, your task is to find two different cultural perspectives as indicated by media reports about XXX. You will conduct a web search for XXX and find relevant, reliable media reports that represent different cultural perspectives surrounding the target issue. Compare and contrast how different cultural perspectives describe XXX then critically apply course concepts to highlight how the academic community in our culture understands the issue. Your media analysis should be 2- 3 pages double-spaced (not including title or reference page) and should be written in a style appropriate to the discipline.*

*Assignment could be modified to address civic engagement depending on the nature of the topic selected.

Target program-level outcomes:
1) Evaluate information appropriate to the task.
2) Apply principles of critical thinking to demonstrate integrative learning.
3) N/A
4) Communicate effectively in written form.
5) Analyze cultural issues within a global context.

Portal Course Rubric

Addresses the following GS learning outcomes: **GS #1** – Evaluate information appropriate to the task; **GS #2** – Apply principles of critical thinking to demonstrate integrative learning; Program **Level #4** – Communicate effectively in written form; **GS# 5** – Analyze cultural issues within a global context; **Portal #1 –** Analyze critical issues confronting the individual and society, including a global context; **Portal #2** – Interpret an argument through engaged discourse within the discipline; **Portal #3** – Construct a cogent argument pertaining to the course topic.

	Beginning	**Developing**	**Proficient**	**Advanced**
1) Student's Position **P3**	Student's position (perspective, thesis / hypothesis) is implied but not stated.	Student's position (perspective, thesis / hypothesis) is stated, but is simplistic or obvious.	Student's position (perspective, thesis / hypothesis) takes into account the complexities of an issue.	Student's position (perspective, thesis / hypothesis) synthesizes various viewpoints in evaluating the complexities of an issue.
2) Content Development **GS4, P2**	Uses related content to develop simple ideas in some parts of the work.	Uses related content to develop ideas through most of the work.	Uses relevant, persuasive content to develop ideas throughout the work.	Uses relevant and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.
3) Evaluation of Information & Sources **GS1, P2**	Info is taken from source(s) without interpretation / evaluation. Viewpoints of experts are taken as fact, without question.	Info is taken from source(s) with some interpretation / evaluation, but not enough to develop a coherent analysis. Viewpoints of experts are taken mostly as fact, with little questioning.	Info is taken from source(s) with enough interpretation / evaluation to develop a coherent analysis. Viewpoints of experts are subject to questioning.	Info is taken from source(s) with enough interpretation / evaluation to develop a comprehensive analysis. Viewpoints of experts are questioned thoroughly.
4) Conclusions and Related	Conclusion is stated, and is loosely connected to the information discussed.	Conclusion is tied to information discussed, and to some related	Conclusion is logically tied to a range of information, including	Conclusions and related implications reflect fully informed evaluation.

Outcomes (Implications and Consequences) GS 2		implications.	opposing viewpoints; related implications are identified.	
5) Global context of cultural issues GS5, P1	Acknowledges the existence of global cultural differences.	Recognizes the impact of global cultural differences.	Analyzes the complexity of global cultural differences.	Synthesizes multiple global viewpoints in evaluating the complexities of an issue.

Capstone Course Rubric

This rubric is intended for use in Capstone courses and addresses the following GS learning outcomes:

Program Level #1 – Evaluate information appropriate to the task; **Capstone #1** – Evaluate information from more than one academic discipline; **Capstone #2** – Formulate logical connections between disciplines as they relate to the topic; **Capstone #3** – Employ the approach of more than one academic discipline in completing a Capstone project; **Capstone #4** – Synthesize knowledge related to the topic in completing a Capstone project; **Capstone #5** – Communicate effectively in the medium chosen for the Capstone project.

	Beginning	Developing	Proficient	Advanced
1) Evaluate Information and its Sources Critically *Cap #1, GS #1*	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Identifies own and others' assumptions and several relevant contexts when presenting a position	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.
2) Make connections across disciplines *Cap #2*	When prompted, connects examples, facts, or theories from more than one field of study or perspective.	When prompted, connects examples, facts, or theories from more than one field of study or perspective.	Independently connects examples, facts, or theories from more than one field of study or perspective.	Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.
3) Employ approaches of more than one discipline in completing the capstone project *Cap #3*	The capstone project has been completed by employing, in a basic way, knowledge from multiple disciplines.	The capstone project has been completed by employing knowledge from multiple disciplines, acknowledging multiple approaches.	The capstone project has been completed by employing knowledge from multiple disciplines, engaging multiple approaches.	The capstone project has been completed by fully integrating multiple approaches and/or strategies from all of the disciplines addressed and the learner has demonstrated a knowledge and/or understanding of how the disciplines are related.
4) Synthesize	Uses, in a basic way, skills, abilities, theories, or	Uses skills, abilities, theories, or methodologies gained in	Adapts and applies, independently, skills,	Adapts and applies, independently, skills,

knowledge **Cap #4**	methodologies gained in one situation in a new situation.	one situation to new situations to contribute to understanding of problems or issues.	abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues.	abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways.
5) Communicate effectively **Cap #5**	Uses appropriate and relevant content to develop simple ideas in some parts of the work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.

Appendix G: TaskStream Assessment

Distribution of scores assigned by category. Note that each score in itself is the average of N authors assigned by an instructor. These distributions are un-weighted.
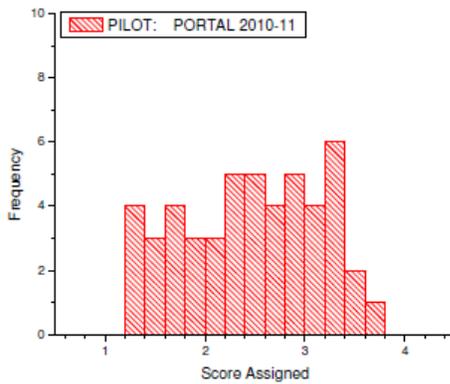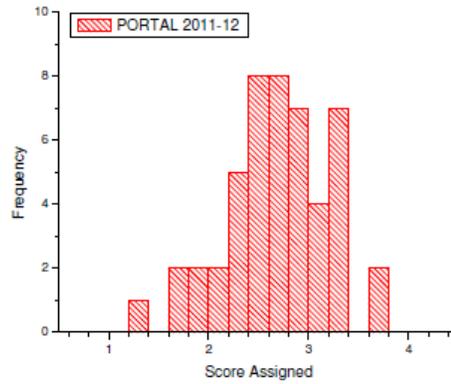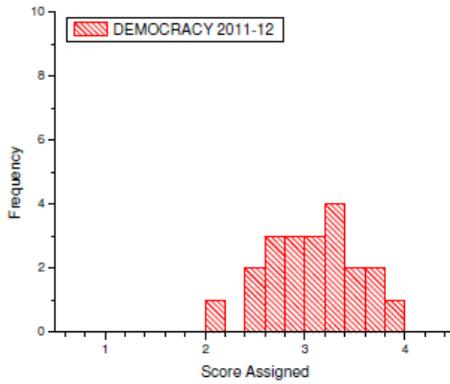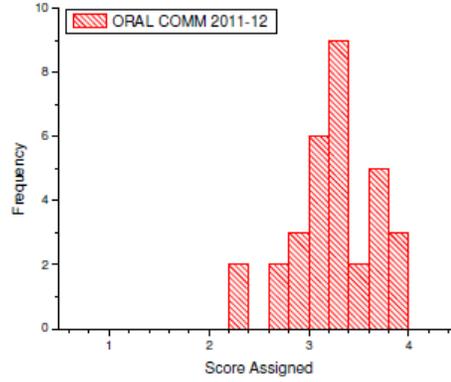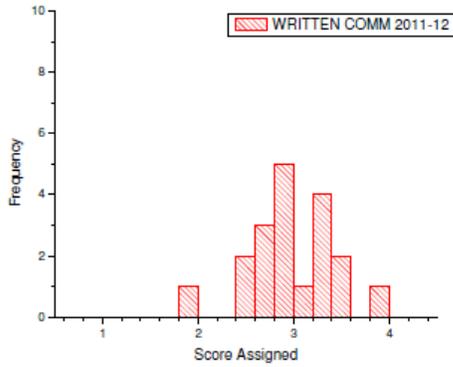
Weighted averages, weighted by number of authors, and sorted by category. Error estimated by weighted standard deviation.

Category	Weighted Average	
WRITTEN COMM 2011-12	3	±0.4
ORAL COMM 2011-12	3.4	±0.4
DEMOCRACY 2011-12	3.3	±0.4
PORTAL 2011-12	2.6	±0.5
PILOT: PORTAL 2010-11	2.4	±0.7
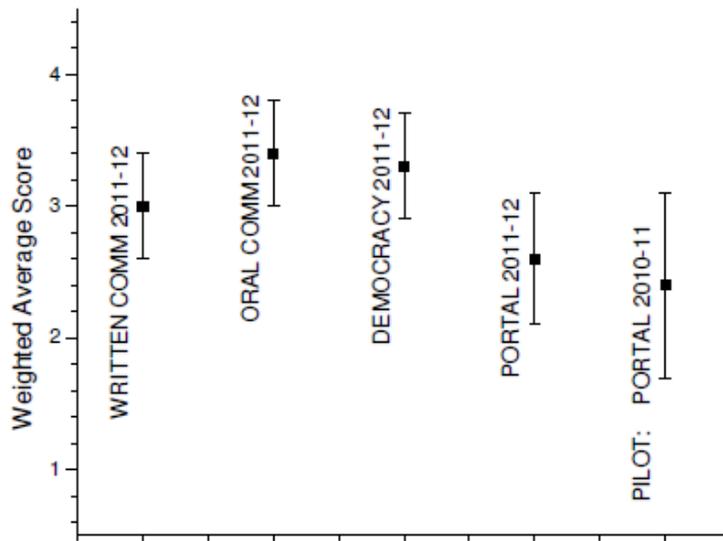
Appendix H: Student Survey, 2011 (selected questions)

3. The class assignments and activities improved my critical thinking skills (i.e. analyzing concepts and ideas, and using reasoning to draw conclusions).

#	Answer		Response	%
1	Yes		49	78%
2	No		14	22%
	Total		63	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.22
Variance	0.18
Standard Deviation	0.42
Total Responses	63

4. The materials which I read facilitated critical thinking.

#	Answer		Response	%
1	Yes		48	76%
2	No		15	24%
	Total		63	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.24
Variance	0.18
Standard Deviation	0.43
Total Responses	63

5. The required writing assignments promoted critical thinking.

#	Answer		Response	%
1	Yes		51	81%
2	No		12	19%
	Total		63	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.19
Variance	0.16
Standard Deviation	0.40
Total Responses	63

7. About how often did homework and class activities emphasize the following mental skills?

#	Question	Never	Once in the semester	Once a month	Once a Week	Most class sessions		Mean
1	Memorizing facts	30.16%	12.70%	22.22%	20.63%	14.29%	63	2.76
2	Analyzing an idea (to consider all its components)	6.35%	1.59%	12.70%	25.40%	53.97%	63	4.19
3	Organizing information from class to form new, more complex ideas	6.35%	0.00%	19.05%	34.92%	39.68%	63	4.02
4	Judging the quality of arguments or methods from class	8.06%	3.23%	20.97%	30.65%	37.10%	62	3.85
5	Applying concepts from class to new situations	9.52%	1.59%	20.63%	30.16%	38.10%	63	3.86

Statistic	Memorizing facts	Analyzing an idea (to consider all its components)	Organizing information from class to form new, more complex ideas	Judging the quality of arguments or methods from class	Applying concepts from class to new situations
Min Value	1	1	1	1	1
Max Value	5	5	5	5	5
Mean	2.76	4.19	4.02	3.85	3.86
Variance	2.09	1.29	1.18	1.44	1.51
Standard Deviation	1.44	1.13	1.08	1.20	1.23
Total Responses	63	63	63	62	63

8. About how often did you do the following in your portal course?

#	Question	Never	Once in the semester	Once a month	Once a Week	Most class sessions		Mean
1	Ask a question or make a comment without prompting	5	5	9	24	20	63	3.78
2	Come fully prepared to class	1	1	1	8	52	63	4.73
3	Tutor other students in the class	38	11	9	2	3	63	1.75
4	Engage fully in small-group discussions	9	9	10	16	19	63	3.43
6	Work harder than you expected to meet the instructor's standards	9	9	11	19	15	63	3.35

Statistic	Ask a question or make a comment without prompting	Come fully prepared to class	Tutor other students in the class	Engage fully in small-group discussions	Work harder than you expected to meet the instructor's standards
Min Value	1	1	1	1	1
Max Value	5	5	5	5	5
Mean	3.78	4.73	1.75	3.43	3.35
Variance	1.47	0.52	1.26	2.02	1.88
Standard Deviation	1.21	0.72	1.12	1.42	1.37
Total Responses	63	63	63	63	63

9. Did your portal teacher do any of the following in class? (check those that apply)

#	Answer		Response	%
2	Present / discuss the expected learning outcomes for the portal and for General Studies		63	100%
5	Require you to upload at least one writing assignment to TaskStream		60	95%
4	Explain why you must to purchase TaskStream		56	89%
1	Discuss why students must take a General Studies portal		43	68%
3	Give written feedback on your writing assignments		42	67%

Statistic	Value
Min Value	1
Max Value	5
Total Responses	63

10. As a result of your portal course, do you think you improved in...

#	Question	Yes	No	
1	Analyzing critical issues confronting individuals and society	76.19%	23.81%	63
2	Gaining a global (worldwide) perspective relating to the course topic	90.48%	11.11%	64
3	Understanding the process of reasoning and argumentation	79.37%	22.22%	64
4	Constructing an organized essay related to the course topic	74.60%	26.98%	64

Statistic	Analyzing critical issues confronting individuals and society	Gaining a global (worldwide) perspective relating to the course topic	Understanding the process of reasoning and argumentation	Constructing an organized essay related to the course topic
Min Value	1	1	1	1
Max Value	25	25	25	25
Total Responses	63	63	63	63

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 ram.

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

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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, <u>Part V. Governance of the GSP: General Studies Council</u>, 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 J: GS Enrollments, fall 2012

Class	Num	Sec	Description	Enrollment	F2F	FR	SO	JR	SR	5th
ART	100	01	Art Structure	25	3	2	12	5	3	0
ART	100	02	Art Structure	24	3	3	12	3	3	0
ART	100	03	Art Structure	25	0	4	15	3	3	0
ART	100	04	Art Structure	27	3	11	12	1	0	0
ART	100	05	Art Structure	32	9	12	7	3	1	0
ART	100	06	Art Structure	35	20	10	4	0	1	0
ART	100	07	Art Structure	29	11	7	3	6	2	0
ART	100	08	Art Structure	24	1	1	5	9	5	2
ART	120	01	Art Appreciation	0	0	0	0	0	0	0
ART	120	02	Art Appreciation	29	3	5	13	5	3	0
ART	120	03	Art Appreciation	22	0	2	6	7	7	0
ART	120	04	Art Appreciation	20	8	4	6	2	0	0
ART	120H	01	Art Appreciation	27	11	7	9	0	0	0
ART	121	01	Artistic Freedom/Democrat Soc	32	14	7	8	2	1	0
BIOL	103	01	Gen Biology	168	40	39	55	17	17	0
BIOL	103	02	Gen Biology	164	38	34	53	21	17	1
BIOL	103	15	Gen Biology	16	7	3	3	1	2	0
BIOL	105	01	Biology I	235	107	67	41	10	10	0
BIOL	188	01	GS Portal	39	22	11	3	3	0	0
BIOL	211	01	Human Microbio	80	6	4	25	30	14	0
BIOL	215	01	Human Physiology	17	0	1	4	6	6	0
BIOL	215	02	Human Physiology	17	0	1	4	6	6	0
BIOL	388	01	GS Capstone	5	0	0	0	3	2	0
BIOL	388	02	GS Capstone	8	0	0	1	6	1	0
BIOL	388L	02	GS Capstone Lab	0	0	0	0	0	0	0
BSAD	188	01	GS Portal	36	20	12	3	1	0	0
CHEM	145	01	Intro Chem	102	27	24	40	6	5	0
CHEM	145	06	Intro Chem	15	15	0	0	0	0	0
CHEM	145	07	Intro Chem	15	15	0	0	0	0	0
CHEM	160	01	General Chem	60	30	20	7	3	0	0
CHEM	160	02	General Chem	60	25	15	16	3	1	0
CHEM	160	03	General Chem	53	28	17	7	0	1	0
CHEM	160	04	General Chem	66	32	20	11	2	1	0
CHEM	160	05	General Chem	67	36	24	4	1	1	0
CHEM	160	06	General Chem	48	23	14	8	2	1	0
CHEM	160	07	General Chem	29	21	8	0	0	0	0
CHEM	160L	10	Gen Chem Lab	16	7	4	4	0	1	0

Class	Num	Sec	Description	Enrollment	F2F	FR	SO	JR	SR	5th
CHEM	160L	12	Gen Chem Lab	34	17	16	1	0	0	0
CHEM	160L	13	Gen Chem Lab	29	21	8	0	0	0	0
CHEM	161	01	General Chem	22	17	5	0	0	0	0
CHEM	188	01	GS Portal	22	11	7	2	1	1	0
CHEM	388	01	GS Capstone	2	0	0	0	0	2	0
CJUS	101	01	Intro to Criminal Justice	58	36	16	4	2	0	0
CJUS	101	02	Intro to Criminal Justice	49	23	12	9	4	1	0
CJUS	101	03	Intro to Criminal Justice	85	26	23	23	8	5	0
CJUS	188	01	GS Portal	29	15	9	3	1	1	0
CJUS	380	01	Minorities & Criminal Justice	26	1	2	0	11	12	0
CSIS	100.2	01	Computing: Spreadsheet	21	6	3	4	3	4	0
CSIS	100.3	01	Computing: Database	16	4	2	1	3	6	0
CSIS	108	01	Computers in Society	37	3	0	6	9	19	0
CSIS	130	01	Intro to Computer Science	33	16	7	5	2	3	0
CSIS	130	02	Intro to Computer Science	31	5	3	8	7	8	0
CSIS	188	01	GS Portal	44	26	15	3	0	0	0
CSIS	188	02	GS Portal	35	24	9	2	0	0	0
CSIS	188	03	GS Portal	17	9	7	0	0	1	0
CSIS	388	01	GS Capstone	30	0	0	0	11	19	0
CSIS	388	02	GS Capstone	27	0	0	1	15	11	0
DANC	122	01	Dance Appreciation	80	29	20	17	9	5	0
ECON	100	01	Contemp Econ Issues	35	11	6	7	6	4	0
ECON	100	02	Contemp Econ Issues	30	2	5	5	7	11	0
ECON	100	03	Contemp Econ Issues	29	10	2	6	4	7	0
ECON	100	04	Contemp Econ Issues	19	3	1	6	4	4	1
ECON	270	01	Prin of Econ-Macro	39	3	8	16	8	4	0
ECON	270	02	Prin of Econ-Macro	39	5	4	21	7	2	0
ECON	270	03	Prin of Econ-Macro	36	2	8	16	7	3	0
ECON	270	04	Prin of Econ-Macro	44	20	10	9	3	2	0
ECON	270	05	Prin of Econ-Macro	34	7	6	14	5	2	0
ECON	270H	01	Prin of Econ-Macro	22	12	9	1	0	0	0
ECON	271	01	Prin of Econ-Micro	35	4	3	10	14	4	0
ECON	271	02	Prin of Econ-Micro	36	7	3	15	9	2	0
ECON	271	03	Prin of Econ-Micro	42	6	7	16	10	3	0
ECON	271	04	Prin of Econ-Micro	27	4	5	9	7	2	0
ECON	388	01	GS Capstone	18	0	0	3	9	6	0
ECON	388	02	GS Capstone	13	0	0	1	6	6	0
ENG	102	01	Academic Writing and Research	21	1	5	13	1	1	0
ENG	102	02	Academic Writing and Research	22	1	4	9	4	4	0
ENG	102	03	Academic Writing and Research	21	0	3	12	4	2	0

Class	Num	Sec	Description	Enrollment	F2F	FR	SO	JR	SR	5th
ENG	102	04	Academic Writing and Research	21	4	3	11	1	2	0
ENG	102	05	Academic Writing and Research	21	0	5	9	1	5	0
ENG	102	06	Academic Writing and Research	20	0	8	10	1	1	0
ENG	102	07	Academic Writing and Research	19	2	9	8	0	0	0
ENG	102	08	Academic Writing and Research	17	0	5	8	3	1	0
ENG	102	09	Academic Writing and Research	24	1	11	9	1	2	0
ENG	102	10	Academic Writing and Research	23	2	5	10	5	1	0
ENG	102	11	Academic Writing and Research	23	5	7	9	2	0	0
ENG	102	12	Academic Writing and Research	22	4	8	4	3	3	0
ENG	102H	01	Academic Writing and Research	35	17	14	4	0	0	0
ENG	102H	02	Academic Writing and Research	32	18	11	2	1	0	0
ENG	153	01	Democratic Vistas	20	7	3	3	5	2	0
ENG	188	01	GS Portal	35	19	16	0	0	0	0
ENG	240H	01	Lit Clas West Wrld-Honors	24	7	7	8	1	1	0
ENG	250	01	Intro to Lit: British Lit	21	2	3	10	4	2	0
ENG	250	02	Intro to Lit: British Lit	23	0	2	15	3	3	0
ENG	251	01	Intro to Lit: American Lit	26	0	0	6	11	9	0
ENG	251	02	Intro to Lit: American Lit	24	0	0	10	7	7	0
ENG	251	03	Intro to Lit: American Lit	24	0	0	2	7	15	0
ENG	251	04	Intro to Lit: American Lit	21	0	0	6	5	9	0
ENG	252	01	Intro Lit: Wstrn Civilization	24	1	1	3	9	10	0
ENG	253	01	Intro Lit: Non-Wstrn Civ	24	0	0	6	9	8	0
ENG	253	02	Intro Lit: Non-Wstrn Civ	26	0	1	8	2	15	0
ENG	253	03	Intro Lit: Non-Wstrn Civ	5	0	1	3	0	1	0
ENG	254	01	Intro Lit: Special Topics	27	0	2	11	8	6	0
ENG	254	02	Intro Lit: Special Topics	24	1	3	13	3	4	0
ENG	254	03	Intro Lit: Special Topics	13	0	0	4	2	7	0
ENG	254	04	Intro Lit: Special Topics	18	0	1	7	4	6	0
ENG	254	05	Intro Lit: Special Topics	20	0	1	8	5	6	0
ENG	254	06	Intro Lit: Special Topics	0	0	0	0	0	0	0
FIN	188	01	GS Portal	34	23	8	3	0	0	0
FORL	188	01	GS Portal	31	13	11	5	1	1	0
FREN	200	01	Intermediate French I	17	4	2	3	7	1	0
FSID	110	01	Intro to Nutrition	61	26	16	8	7	4	0
FSID	110	02	Intro to Nutrition	54	18	10	14	6	6	0
FSID	110	03	Intro to Nutrition	60	21	18	14	3	3	0
FSID	110	04	Intro to Nutrition	62	24	18	10	8	2	0
FSID	151	01	Human Sexual Behav	49	0	2	21	13	13	0
FSID	151	02	Human Sexual Behav	36	1	0	11	15	9	0
FSID	151	03	Human Sexual Behav	32	3	5	9	9	6	0

Class	Num	Sec	Description	Enrollment	F2F	FR	SO	JR	SR	5th
FSID	151	04	Human Sexual Behav	27	2	5	6	9	5	0
FSID	160	01	Personal Money Management	58	30	15	4	6	3	0
FSID	160	02	Personal Money Management	63	32	19	9	1	2	0
FSID	160	03	Personal Money Management	64	37	18	8	0	1	0
FSID	160	04	Personal Money Management	16	3	3	4	1	4	1
FSID	188	01	GS Portal	32	16	7	5	3	1	0
FSID	188	02	GS Portal	25	5	4	12	4	0	0
FSID	188	03	GS Portal	31	19	12	0	0	0	0
FSID	351	01	Marr/Fam Relations	27	1	1	9	8	8	0
FSID	351	02	Marr/Fam Relations	57	14	13	11	12	7	0
FSID	351	03	Marr/Fam Relations	57	19	14	11	9	4	0
FSID	351	04	Marr/Fam Relations	31	11	6	5	3	6	0
FSID	351H	01	Marr/Fam Relations	0	0	0	0	0	0	0
GEOG	101	01	Phys Geog I: The Atmosphere	18	0	0	3	6	9	0
GEOG	101	02	Phys Geog I: The Atmosphere	18	0	0	3	6	9	0
GEOG	103	01	Dynamic Planet: Hazards	79	5	8	35	24	7	0
GEOG	103	02	Dynamic Planet: Hazards	56	0	2	30	17	7	0
GEOG	103	03	Dynamic Planet: Hazards	56	2	8	29	11	6	0
GEOG	103	04	Dynamic Planet: Hazards	40	1	5	17	13	4	0
GEOG	103	05	Dynamic Planet: Hazards	22	1	2	2	6	10	0
GEOG	104	01	World Regional Geography	79	18	18	22	11	9	0
GEOG	104	02	World Regional Geography	26	1	2	9	8	6	0
GEOG	106	01	Human Geography	58	21	11	11	8	7	0
GEOG	106	02	Human Geography	44	17	6	10	6	5	0
GEOG	188	01	GS Portal	26	8	7	8	3	0	0
GEOG	206	01	Geography of the US and Canada	40	10	12	12	2	4	0
GEOG	223	01	Political Geography	16	1	2	4	7	1	1
GERM	200	01	Intermediate German I	13	5	2	1	2	3	0
HIST	188	01	GS Portal	25	13	9	1	1	1	0
HIST	188	02	GS Portal	26	14	8	3	0	1	0
HIST	210	01	Western Civilization	65	14	10	26	9	6	0
HIST	210	02	Western Civilization	85	18	13	31	10	13	0
HIST	211	01	Western Civilization	35	11	6	8	5	5	0
HIST	211	02	Western Civilization	34	13	7	10	3	1	0
HIST	211	03	Western Civilization	19	3	0	4	5	7	0
HIST	212	01	Non-Western World History	56	14	17	7	8	9	0
HIST	212	02	Non-Western World History	3	0	0	2	0	1	0
HIST	215	01	Intro Latin America	33	6	4	8	9	6	0
HIST	250	01	American History	0	0	0	0	0	0	0
HIST	250	02	American History	83	27	12	24	10	10	0

Class	Num	Sec	Description	Enrollment	F2F	FR	SO	JR	SR	5th
HIST	250	03	American History	73	24	11	22	12	4	0
HIST	250	04	American History	62	24	18	10	5	5	0
HIST	250	05	American History	21	1	2	17	1	0	0
HIST	250H	01	American History	25	8	7	9	1	0	0
HIST	251	01	American History	63	26	14	13	6	4	0
HIST	251	02	American History	103	42	28	17	9	7	0
HIST	251	03	American History	47	3	8	23	9	4	0
HIST	251	04	American History	44	9	14	8	8	5	0
HSCI	140	01	Introduction to Public Health	27	1	0	12	8	6	0
INTS	100	01	Intro to International Studies	30	8	6	4	4	8	0
INTS	100H	01	Intro to International Studies	0	0	0	0	0	0	0
ITEC	150	01	Telecomm Literacy	22	0	2	12	4	4	0
ITEC	188	01	GS Portal	34	17	15	2	0	0	0
ITEC	188	02	GS Portal	33	23	9	0	1	0	0
ITEC	188	03	GS Portal	34	20	11	3	0	0	0
ITEC	188	04	GS Portal	37	22	12	2	0	1	0
ITEC	210	01	Society & Tech	35	16	10	5	3	1	0
ITEC	225	01	Technology & Democracy	18	0	1	9	6	2	0
ITEC	290	01	Communicating Through Tech	23	6	4	9	4	0	0
ITEC	290	02	Communicating Through Tech	21	4	7	6	3	1	0
ITEC	290	03	Communicating Through Tech	24	16	5	0	3	0	0
ITEC	290	04	Communicating Through Tech	21	7	6	5	3	0	0
ITEC	290	05	Communicating Through Tech	26	13	7	3	3	0	0
ITEC	290	06	Communicating Through Tech	0	0	0	0	0	0	0
ITEC	290	07	Communicating Through Tech	0	0	0	0	0	0	0
ITEC	290	08	Communicating Through Tech	20	4	4	4	6	2	0
ITEC	388	01	GS Capstone	0	0	0	0	0	0	0
ITEC	388	02	GS Capstone	15	0	0	1	12	2	0
JMC	100	01	Global Media Literacy	33	16	6	8	3	0	0
JMC	100	02	Global Media Literacy	32	4	6	13	7	2	0
JMC	100	03	Global Media Literacy	36	17	11	6	2	0	0
MATH	102	01	College Algebra	46	18	9	10	7	2	0
MATH	102	02	College Algebra	26	3	7	10	4	2	0
MATH	102	03	College Algebra	29	0	4	15	7	3	0
MATH	102	04	College Algebra	50	23	14	8	4	1	0
MATH	102	05	College Algebra	45	12	12	13	5	3	0
MATH	102	06	College Algebra	49	25	12	7	3	2	0
MATH	102	07	College Algebra	47	11	15	12	5	4	0
MATH	102	08	College Algebra	2	2	0	0	0	0	0
MATH	102	09	College Algebra	28	9	10	5	2	2	0

Class	Num	Sec	Description	Enrollment	F2F	FR	SO	JR	SR	5th
MATH	103	01	Plane Trigonometry	41	13	11	6	6	5	0
MATH	103	02	Plane Trigonometry	29	12	6	9	2	0	0
MATH	106	01	Mathematics for Liberal Arts	36	14	7	5	2	8	0
MATH	106	02	Mathematics for Liberal Arts	41	19	10	5	0	6	0
MATH	120	01	Finite Mathematics	27	4	4	8	4	7	0
MATH	123	01	Applied Calculus I	29	13	6	4	5	1	0
MATH	123	02	Applied Calculus I	49	22	15	6	4	2	0
MATH	123	03	Applied Calculus I	48	14	10	7	9	7	0
MATH	123	04	Applied Calculus I	34	11	5	7	10	1	0
MATH	230	01	Math for Elementary Teachers I	34	2	1	3	17	9	2
MATH	230	02	Math for Elementary Teachers I	32	3	2	4	13	9	1
MATH	230H	01	Math for Elementary Teachers I	0	0	0	0	0	0	0
MATH	230H	02	Math for Elementary Teachers I	0	0	0	0	0	0	0
MATH	330	01	Math for Elem Teachers II	32	0	0	0	17	14	0
MATH	330	02	Math for Elem Teachers II	41	0	0	0	9	30	1
MATH	330H	01	Math for Elem Teachers II	0	0	0	0	0	0	0
MATH	330H	02	Math for Elem Teachers II	0	0	0	0	0	0	0
MGT	188	01	GS Portal	43	22	16	2	1	2	0
MGT	233	01	Business Statistics	33	2	5	9	16	1	0
MGT	233	02	Business Statistics	27	0	1	14	8	4	0
MGT	233	03	Business Statistics	32	2	4	12	11	3	0
MIS	182	01	Software Productivity Tools	35	0	2	17	13	3	0
MIS	182	02	Software Productivity Tools	36	0	0	12	16	8	0
MIS	188	01	GS Portal	29	16	10	1	2	0	0
MKT	188	01	GS Portal	25	13	6	6	0	0	0
MKT	388	01	GS Capstone	15	0	0	0	9	6	0
MUS	100	01	Music Appreciation	73	41	22	8	0	2	0
MUS	100	02	Music Appreciation	63	23	17	12	8	3	0
MUS	100	03	Music Appreciation	55	22	14	12	6	1	0
MUS	100	04	Music Appreciation	21	2	2	8	5	4	0
MUS	106	01	Intro to Jazz and Blues	48	26	11	6	4	1	0
MUS	159	01	Piano Fundamentals	8	4	0	4	0	0	0
MUS	159	02	Piano Fundamentals	8	2	1	2	0	3	0
MUS	188	01	GS Portal	36	20	12	3	1	0	0
MUS	200	01	Theory I	29	16	10	2	1	0	0
MUS	200	02	Theory I	29	16	6	5	2	0	0
MUS	200	03	Theory I	0	0	0	0	0	0	0
PE	110	01	Basic Sports Activities	32	4	5	4	6	13	0
PE	110	02	Basic Sports Activities	12	1	0	4	0	7	0
PE	110	03	Basic Sports Activities	10	3	0	1	1	5	0

Class	Num	Sec	Description	Enrollment	F2F	FR	SO	JR	SR	5th
PE	110	04	Basic Sports Activities	0	0	0	0	0	0	0
PE	110	05	Basic Sports Activities	26	1	4	8	6	7	0
PE	110	06	Basic Sports Activities	0	0	0	0	0	0	0
PE	110	07	Basic Sports Activities	5	1	0	2	1	1	0
PE	110	08	Basic Sports Activities	15	7	0	1	0	7	0
PE	110	09	Basic Sports Activities	26	10	2	1	5	8	0
PE	110	10	Basic Sports Activities	0	0	0	0	0	0	0
PE	110	11	Basic Sports Activities	17	8	1	0	4	4	0
PE	110	12	Basic Sports Activities	9	0	2	3	0	4	0
PE	110	13	Basic Sports Activities	9	4	0	2	0	2	0
PE	110	14	Basic Sports Activities	12	3	0	2	3	4	0
PE	110	15	Basic Sports Activities	28	6	5	4	5	8	0
PE	110	16	Basic Sports Activities	11	1	0	1	0	9	0
PE	110	17	Basic Sports Activities	22	6	2	7	3	4	0
PE	110	18	Basic Sports Activities	4	1	1	1	0	1	0
PE	110	19	Basic Sports Activities	10	3	0	1	1	5	0
PE	110	20	Basic Sports Activities	5	1	0	1	0	3	0
PE	110	21	Basic Sports Activities	22	3	3	8	6	2	0
PE	110	22	Basic Sports Activities	18	5	1	2	2	8	0
PE	110	23	Basic Sports Activities	18	13	1	2	0	2	0
PE	110	24	Basic Sports Activities	1	0	0	1	0	0	0
PE	110	25	Basic Sports Activities	13	1	0	0	5	7	0
PE	110	26	Basic Sports Activities	11	2	1	3	1	4	0
PE	110	27	Basic Sports Activities	10	5	0	2	0	3	0
PE	110	28	Basic Sports Activities	12	2	1	3	3	3	0
PE	110	29	Basic Sports Activities	30	5	2	7	6	10	0
PE	110	30	Basic Sports Activities	19	7	2	4	3	2	0
PE	110	31	Basic Sports Activities	28	10	1	9	3	4	0
PE	110	32	Basic Sports Activities	14	8	0	2	0	3	0
PE	110	33	Basic Sports Activities	8	1	0	1	1	5	0
PE	150	01	Healthy Wealthy and Wise	46	24	11	5	4	2	0
PE	150	02	Healthy Wealthy and Wise	56	29	17	8	2	0	0
PE	150	03	Healthy Wealthy and Wise	47	20	11	8	5	3	0
PE	150	04	Healthy Wealthy and Wise	53	32	17	4	0	0	0
PE	150	05	Healthy Wealthy and Wise	50	26	12	9	3	0	0
PE	150	06	Healthy Wealthy and Wise	44	21	8	5	7	3	0
PE	150	07	Healthy Wealthy and Wise	50	28	14	6	1	1	0
PE	150	08	Healthy Wealthy and Wise	36	18	9	5	2	2	0
PE	150	09	Healthy Wealthy and Wise	40	20	7	6	4	3	0
PE	150	10	Healthy Wealthy and Wise	0	0	0	0	0	0	0

Class	Num	Sec	Description	Enrollment	F2F	FR	SO	JR	SR	5th
PE	150	11	Healthy Wealthy and Wise	22	1	3	5	7	6	0
PE	150	12	Healthy Wealthy and Wise	25	9	7	9	0	0	0
PE	188	01	GS Portal	30	13	8	5	3	1	0
PE	188	02	GS Portal	34	8	13	9	3	1	0
PHIL	100	01	Intro to Philosophy	22	0	1	11	8	2	0
PHIL	100H	01	Intro to Philosophy	31	14	8	9	0	0	0
PHIL	105	01	Phil Roots American Democracy	17	3	2	7	2	3	0
PHIL	120	01	Intro to Ethics	25	2	0	14	8	1	0
PHIL	120	02	Intro to Ethics	26	1	0	14	10	1	0
PHIL	188	01	GS Portal	17	10	6	1	0	0	0
PHIL	251	01	Medieval Philosophy	18	1	1	5	7	4	0
PHYS	100	01	Physical Science	47	1	4	22	11	9	0
PHYS	100	02	Physical Science	51	7	6	20	11	7	0
PHYS	100	03	Physical Science	20	3	1	4	5	7	0
PHYS	100L	01	Physical Science Laboratory	19	3	3	8	4	1	0
PHYS	100L	02	Physical Science Laboratory	20	0	0	5	5	10	0
PHYS	100L	03	Physical Science Laboratory	21	1	3	9	5	3	0
PHYS	100L	04	Physical Science Laboratory	16	2	1	6	4	3	0
PHYS	100L	05	Physical Science Laboratory	20	0	2	11	3	4	0
PHYS	100L	06	Physical Science Laboratory	21	5	2	7	5	2	0
PHYS	107	01	Physical Science for Elem Ed	25	1	1	16	7	0	0
PHYS	131H	01	Newton's Universe -Honors	0	0	0	0	0	0	0
PHYS	155	01	Science of Sound and Music	9	2	3	0	3	1	0
PHYS	155L	01	Science of Sound & Music Lab	9	2	3	0	3	1	0
PHYS	201	01	Earth Science	19	0	0	8	5	6	0
PHYS	205	01	General Physics I	44	0	0	10	23	11	0
PHYS	205	02	General Physics I	44	0	0	6	20	18	0
PHYS	205L	01	Physics I Laboratory	27	0	0	1	18	8	0
PHYS	205L	02	Physics I Laboratory	28	0	0	6	13	9	0
PHYS	205L	03	Physics I Laboratory	26	0	0	4	11	11	0
PHYS	205L	04	Physics I Laboratory	8	0	0	4	4	0	0
PHYS	210	01	Astronomy	47	13	5	12	10	6	0
PHYS	210	02	Astronomy	68	31	19	10	4	4	0
PHYS	275	01	General Physics I (Calc)	36	5	6	14	10	1	0
PHYS	275L	01	General Phys I (Calculus) Lab	20	3	5	6	6	0	0
PHYS	275L	02	General Phys I (Calculus) Lab	17	2	1	8	4	2	0
PHYS	388	01	GS Capstone	5	0	0	0	0	5	0
PSCI	110	01	Intro to American Politics	46	10	9	13	10	4	0
PSCI	110	02	Intro to American Politics	49	5	9	16	11	7	0
PSCI	110	03	Intro to American Politics	48	7	13	23	5	0	0

Class	Num	Sec	Description	Enrollment	F2F	FR	SO	JR	SR	5th
PSCI	110	04	Intro to American Politics	64	39	18	6	0	1	0
PSCI	110	05	Intro to American Politics	62	27	19	11	4	1	0
PSCI	110H	01	Intro to American Politics	0	0	0	0	0	0	0
PSCI	110H	02	Intro to American Politics	0	0	0	0	0	0	0
PSCI	110H	03	Intro to American Politics	0	0	0	0	0	0	0
PSCI	140	01	Democracies Around the World	50	17	9	8	9	7	0
PSCI	140	02	Democracies Around the World	39	1	6	16	11	5	0
PSCI	140	03	Democracies Around the World	37	13	10	9	3	2	0
PSCI	140	04	Democracies Around the World	0	0	0	0	0	0	0
PSCI	168	01	Intro International Relations	28	12	8	3	4	1	0
PSCI	168H	01	Intro International Relations	19	10	7	2	0	0	0
PSCI	170	01	Democracy as a Political Idea	42	9	12	9	7	5	0
PSCI	170	02	Democracy as a Political Idea	22	7	6	5	2	2	0
PSY	188	01	GS Portal	32	19	12	1	0	0	0
PSY	203	01	General Psychology	90	21	23	24	20	2	0
PSY	203	02	General Psychology	54	16	10	18	6	4	0
PSY	203	03	General Psychology	100	43	32	16	6	3	0
PSY	203	04	General Psychology	0	0	0	0	0	0	0
PSY	203	05	General Psychology	111	68	35	8	0	0	0
PSY	203	06	General Psychology	54	20	14	10	5	5	0
PSY	203H	01	General Psychology	28	11	8	9	0	0	0
PSY	230	01	Human Development	51	21	7	15	4	4	0
PSY	230	02	Human Development	93	32	24	24	10	3	0
PSY	230	03	Human Development	21	0	1	7	6	5	0
PSY	231	01	Abnormal Behavior & Society	91	17	12	28	24	9	0
PSY	250	01	Behavioral Statistics	28	0	4	11	8	5	0
PSY	250	02	Behavioral Statistics	29	0	0	14	12	2	0
SOC	100	01	Intro to Sociology	88	41	20	21	5	1	0
SOC	100	02	Intro to Sociology	105	55	30	14	3	3	0
SOC	100	03	Intro to Sociology	99	45	28	18	6	2	0
SOC	100	04	Intro to Sociology	29	3	2	23	1	0	0
SOC	100	05	Intro to Sociology	25	3	2	7	9	4	0
SOC	100	06	Intro to Sociology	24	3	8	9	1	3	0
SOC	210	01	Participating Democratic Soc	59	27	15	7	5	5	0
SOC	210	02	Participating Democratic Soc	37	8	10	11	7	1	0
SOC	250	01	Anthropology	50	11	5	13	8	12	0
SOC	250H	01	Anthropology	31	14	11	5	1	0	0
SOWK	170	01	Intro to Social Welfare	56	17	11	19	8	1	0
SOWK	170	02	Intro to Social Welfare	55	14	10	17	11	3	0
SOWK	170	03	Intro to Social Welfare	37	8	8	12	6	3	0

Class	Num	Sec	Description	Enrollment	F2F	FR	SO	JR	SR	5th
SOWK	388	01	GS Capstone	31	0	0	0	15	16	0
SOWK	388	02	GS Capstone	30	0	0	0	25	5	0
SOWK	388	03	GS Capstone	21	0	0	1	15	5	0
SPAN	200	01	Interm Spanish I	12	1	1	2	3	4	0
SPAN	200	02	Interm Spanish I	21	10	5	2	2	2	0
SPAN	200	03	Interm Spanish I	23	6	4	7	5	1	0
SPAN	200	04	Interm Spanish I	0	0	0	0	0	0	0
SPAN	200	05	Interm Spanish I	12	4	4	2	2	0	0
SPAN	201	01	Interm Spanish II	13	3	2	3	2	3	0
SPAN	201	02	Interm Spanish II	17	5	4	3	1	4	0
SPAN	204	01	Culture Conversation & Writing	20	1	2	12	3	2	0
SPAN	204	02	Culture Conversation & Writing	19	0	0	9	7	3	0
SPCH	100	01	Fund of Speech Comm	26	10	5	6	5	0	0
SPCH	100	02	Fund of Speech Comm	24	6	4	7	4	3	0
SPCH	100	03	Fund of Speech Comm	25	1	8	11	2	3	0
SPCH	100	04	Fund of Speech Comm	27	2	7	11	6	1	0
SPCH	100	05	Fund of Speech Comm	36	19	14	3	0	0	0
SPCH	100	06	Fund of Speech Comm	34	16	11	3	2	2	0
SPCH	100	07	Fund of Speech Comm	32	17	10	4	1	0	0
SPCH	100	08	Fund of Speech Comm	36	19	10	7	0	0	0
SPCH	100	09	Fund of Speech Comm	27	17	5	3	1	1	0
SPCH	100	10	Fund of Speech Comm	28	15	7	1	4	1	0
SPCH	100	11	Fund of Speech Comm	34	21	11	1	1	0	0
SPCH	100	12	Fund of Speech Comm	31	8	11	8	2	2	0
SPCH	100	13	Fund of Speech Comm	22	17	3	1	1	0	0
SPCH	100	14	Fund of Speech Comm	28	17	6	4	1	0	0
SPCH	100	15	Fund of Speech Comm	33	22	10	0	0	1	0
SPCH	100	16	Fund of Speech Comm	0	0	0	0	0	0	0
SPCH	100	17	Fund of Speech Comm	17	1	0	9	5	2	0
SPCH	100	18	Fund of Speech Comm	11	5	3	3	0	0	0
SPCH	100	19	Fund of Speech Comm	19	9	6	4	0	0	0
SPCH	100	20	Fund of Speech Comm	33	17	12	4	0	0	0
SPCH	100H	01	Fund of Speech Comm	30	9	6	14	1	0	0
SPCH	154	01	Cross-Cultural Communict	26	4	0	7	10	5	0
SPCH	154	02	Cross-Cultural Communict	24	7	1	10	5	1	0
SPCH	188	01	GS Portal	21	13	5	3	0	0	0
SPCH	202	01	Comm Concepts in Society	20	0	2	8	7	3	0
STAT	235	01	Stat Techniques Research I	37	6	3	12	10	6	0
STAT	241	01	Elementary Statistics	46	4	2	14	18	8	0
STAT	241	02	Elementary Statistics	44	4	3	17	14	5	1

Class	Num	Sec	Description	Enrollment	F2F	FR	SO	JR	SR	5th
STAT	241	03	Elementary Statistics	36	7	3	15	6	5	0
STAT	241	04	Elementary Statistics	25	5	4	5	9	2	0
TE	100	01	Tchg in a Democratic Society	29	7	4	10	7	1	0
TE	100	02	Tchg in a Democratic Society	29	0	9	17	2	1	0
TE	100	03	Tchg in a Democratic Society	29	7	7	10	3	1	1
TE	100	04	Tchg in a Democratic Society	38	19	11	6	2	0	0
TE	100	05	Tchg in a Democratic Society	34	18	7	6	1	0	1
TE	100	06	Tchg in a Democratic Society	35	21	11	1	2	0	0
TE	100	07	Tchg in a Democratic Society	17	0	0	3	3	2	6
TE	188	01	GS Portal	27	12	6	5	3	1	0
THEA	120	01	Intro to Theatre	47	25	13	3	4	2	0
THEA	120	02	Intro to Theatre	37	24	7	3	3	0	0
THEA	121	01	Art of Costuming	10	4	2	4	0	0	0
WSTD	220	01	Women's & Gender Studies	21	4	3	8	1	5	0
WSTD	220H	01	Women's & Gender Studies	4	0	0	2	2	0	0

Appendix K: Results of Ratification Vote for New GS Program

GS Renewal Faculty Vote
Administered online May 1-7, 2009

Business & Technology

1. Please vote YES to approve the proposed General Studies program, or NO not to approve it.

1	Yes		11	24%
2	No		35	76%
	Total		46	100%

Mean	1.76
Variance	0.19
Standard Deviation	0.43
Total Responses	46

2. You voted No. If you would like, please explain the reason(s) you voted No. When finished, please click Submit.

I cannot support a General Studies program without an Economics or Technology component. Have you not been watching the news over the past few months? it's ALL Economics nd Technology.

I find that the new GS program gives short shrift to UNK mission by ignoring the very skills that employers seek most: A strong grasp of technology and an understanding of the global economy; also it ignores the adage "a healthy mind in a healthy body" by not considering a wellness course as a requirement. Is aesthetics much more important than philosophy, or economics, or wellness? While adding the portal course and the GS capstone course are definitely a step in the right direction, they do not neutralize all other changes that have been made. Sadly, this new program has created more friction among the four schools.

There is still much dissention and necessary dialogue to occur before I vote for any change. I'd rather keep what we have than to make a poor adjustment to the program. It's too important of a decision to force through. Additionally, the proposal waters down the value of many programs.

The old one is better

Its a poorly designed program.

It is a step backward in educating our students to meet the challenges of the world!

Because the new program drops our Economics course requirement.

The rush to improve the GS proposal has not left time to properly consider all the issues. The proposal as currently written is not bad but it can be improved upon. Once it is in a stable state then it should be debated and voted upon. The progress durng the past year has been amazing but it is a shame that we took so long to get serious about come up with a workable proposal.

1) English 102 has prerequisite of ENG 101 or ACT 30, Approx 90% of our students have ACT lower than 30 so we are effectively expanding GS to 48 hours, 2) Portal class can not be required by a department/program. So we are supposed to care deeply enough about a subject that we create a portal course around the subject matter we think is important within our discipline and can't require those with the most interest and stand to benefit the most, our majors, to take it? 3) Why are distribution categories not equally weighted? The humanities are that much more important than quantitative thought? - 4) How can we not require some information about economics? We have added Democracy, which is good, but ignored what I believe to be the greatest threat to democracy, lack of an understanding of economic principals. Look at the news today or any time in the last ten years, when did we see weeks of top stories being about our oral communications skills? Doesn't an understanding of the fundamental force driving the world market place warrant a required introductory class in an educated person? 5) The capstone and portal courses don't currently exist. Given they are a good idea, these course will have to be created out of an already strained faculty load. Yes, we may be able to use an existing senior seminar course but those course would have to be changed dramatically, probably to the point of being ineffective as a discipline specific seminar course.The requirements of the GS capstone simply are to a large part incompatible with the objectives of a discipline specific course. (It has to be incorporate at least two different disciplines, use standardized testing, and requires an original project. - This is entirely different than anything envisioned for a capstone in our discipline.) Thus, the motivation for creating these courses is what? ---- Fundamentally, my problem is the General Studies is becoming a program/major. It is being treated as an end in itself as opposed to supporting the approved majors on campus. (It really appears to me that the majors are being told that the GS is more important and we must adapt to it. I believe it is unfair and unworkable.

The program needs a broader base of requirements.

Total Responses	10

Education

1. Please vote YES to approve the proposed General Studies program, or NO not to approve it.

1	Yes		27	79%
2	No		7	21%
	Total		34	100%

Mean	1.21
Variance	0.17
Standard Deviation	0.41
Total Responses	34

2. You voted No. If you would like, please explain the reason(s) you voted No. When finished, please click Submit.

wellness 0-6

Lack of required wellness comonent...

Wellness should be required, not an option. There needs to be more requirement for cross disciplinary coursework (this is implied, but vaguely), and there needs to be a defined mechanism to ensure the general studies classes are taught by tenure track faculty (not adjuncts or lecturers).

I am concerned with the assessment for the portal and capstone if these classes are not consistent the assessment will not be either.

A dept. or college can house virtually all of the program within its structure. It does not contain a wellness component as a requiement.

Total Responses	5

Fine Arts & Humanities

1. Please vote YES to approve the proposed General Studies program, or NO not to approve it.

1	Yes		34	79%
2	No		9	21%
	Total		43	100%

Mean	1.21
Variance	0.17
Standard Deviation	0.41
Total Responses	43

2. You voted No. If you would like, please explain the reason(s) you voted finished, please click Submit.

While the flexibility (and assessability) of the new plan are welcome, I worry about the reduction in required writing and other basic courses.

Too much email chatter right before the vote. Issue seemed very rushed due to procrastination, perhaps.

Total Responses	2

Natural & Social Sciences

1. Please vote YES to approve the proposed General Studies program, or NO not to approve it.

1	Yes		37	48%
2	No		40	52%
	Total		77	100%

Mean	1.52
Variance	0.25
Standard Deviation	0.50
Total Responses	77

2. You voted No. If you would like, please explain the reason(s) you voted finished, please click Submit.

unnecessary

The revisions do not improve the liberal arts background of students and instead add another impedement to graduating with a major in a discipline.

No assurance that the proposed courses have any worth.

I have many problems with the plan, I have been bullied out of raising questions, and I do not trust the process which unfolded.

I believe it will not accomplish the stated objectives, will create needless chaos across campus, and that other proposals were in fact never really seriously entertained. The process was no in way democratic. If the proposal fails, I hope that we can proceed with a different proposal that involves the sort of campus wide input and open dialogue that this proposal received only in the final week before this vote.

Not nearly enough thought given to actual impact of the changes. Result will be a less rigorous program and less truly "general."

Too much emphasis in certain areas. Not a broad coverage of all modes of thought required in modern thinking.

I am not convinced that the credit distribution in the current program will best serve our students.

Is there a similar box that asks why you voted yes, if indeed you voted yes? If not, this seems more than a little biased.

unnecessary changes

I believe some understanding of technology is vital to the future of our graduates of this university. We are supposed to equip our students with necessary foundation to be able to work and excel in fast changing world that they have to deal with.Look at the changes have occurred in the last 25- 30 years in

every level of our society due to technology, future changes will be faster. Our graduate should be ready to accept (and perform) job that has not been created yet. These jobs require technology to a higher degree that present time.We can sit in our own ivory tower of liberal art college mentality and watch the train pass by and leave us behind or jump on and join the future.

Unbalanced distribution, with no analytical and quantitative thought required. Perhaps the areas that have 6 hours required could be reduced by 3 hours, to allow for 3 hours in quantitative and analytical thought (as well as wellness.)

No reason/data/etc presented as to why this must be changed. The "new" courses that would have to be created would not be transferable. etc...

I cannot support a genral studies program that does not require foreign language, literature, philosophy, or history. Are not these the building blocks of a liberal arts education?

I agree that some changes need to be made to update the program as currently designed. However, some of the suggested changes cause me great concern as they relate to overall academic rigor and a liberal arts education. I get complaints now about my 100 level GS/CD courses being too hard. In short, what is UNK's true and real mission? Is it to offer the opportunity of an education to everyone, regardless of ability, or provide guidance to those with the intelligence and drive to succeed in a "university"? Too many of my students are not prepared for college courses and will not make the necessary effort to become an authentically educated and literate adult. Raising the standards and expectations does not equal automatic critical thinkers and problem solvers. I do my best to help those students succeed who want to succeed, but there are too many who just don't care and simply go through the motions for a grade. Is this what we want?

I disagree with the areas of emphasis overall, the allocation of required and optional credits in the Distribution, and the feasibility/efficacy of the Capstone.

They course requirements in analytic thought seem a little slim.

Many reasons for voting no have already been expressed by the faculty.

Total Responses	18

Library (*for information only*)

1. Please vote YES to approve the proposed General Studies program, or NO not to approve it.

1	Yes		5	83%
2	No		1	17%
	Total		6	100%

Mean	1.17
Variance	0.17
Standard Deviation	0.41
Total Responses	6

2. You voted No. If you would like, please explain the reason(s) you voted finished, please click Submit.

I don't believe I'm a qualified voter. I believe this vote was sent to me by mistake. I'm not a faculty member in one of the four colleges.

Total Responses	1

Faculty who voted "no" in the GS Renewal Ballot in May 2009 had the opportunity to explain their opposition to the proposed program.
Of 92 "no" voters, 35 left feedback explaining their vote.

SUMMARY OF NEGATIVE COMMENTS FROM GS VOTE

Program needs:	Percent	N
No wellness requirement	14.30%	5
No economics requirement	11.40%	4
Insufficient technology requirement	8.60%	3
Analytical requirement	5.70%	2
Needs a better writing requirement	5.70%	2

Mentioned at least one additional requirement	**31.40%**	**11**

Problems with portal/capstone courses	**14.30%**	**5**

New program is		
Too narrow	25.70%	9
Poor/weaker	20.00%	7
Unnecessary/unneeded	8.60%	3

Mentioned at least one general criticism of program	**51.50%**	**18**

Process was flawed because:		
People distrust the process	5.70%	2
New program creates friction	8.60%	3
Vote was rushed	11.40%	4

Mentioned at least one flaw with process	**17.10%**	**6**

Total individuals commenting		**35**

* All calls for an economics requirement (n=4) came from the College of Business and Technology.

* While calls for a wellness requirement (n=5) were most prominent from the College of Education, they did come from three of the four colleges.

* General criticisms of the proposed GS program (n=18) came from all of the Colleges except for Fine Arts and Humanities.

* Criticisms of the process (n=6) came from all Colleges except for Education.