UNIVERSITY OF NEBRASKA AT KEARNEY

GENERAL STUDIES

ACADEMIC PROGRAM REVIEW

SELF-STUDY

January 2022

Prepared by
UNK General Studies Council
Dr. Greg Brown, Director of General Studies
Dr. Mark Ellis, Dean of Graduate Studies

Members of the UNK General Studies Council for 2021-2022

Director:	Dr. Greg Brown, Professor, Kinesiology and Sport Sciences
UNK CAS members:	Dr. Rebecca Umland, Professor, English
	Dr. Noelle Bohaty, Associate Professor, Dance
	Dr. Jeff Wells, Associate Professor, History
	Dr. Jeremy Dillon, Professor, Geography
	Dr. Joan Blauwkamp, Professor, Political Science
	Dr. Joel Berrier, Associate Professor, Physics, Astronomy, and Engineering
UNK CBT members:	Dr. Sri Seshadri, Professor, Marketing
	Dr. Sherri Harms, Professor, Cyber Systems
	Jeong Hoon Choi, Associate Professor, Management
UNK COE Members:	Dr. Nita Unruh, Professor, Kinesiology and Sport Sciences
	Dr. Miechelle McKelvey, Professor, Communication Disorders
	Dr. Doug Tillman, Associate Professor, Counseling & School Psychology
UNK Library Member:	Rochelle Reeves, Curriculum Librarian, Calvin T. Ryan Library
Ex-Officio Members:	Dr. Mark Ellis, Dean of Graduate Studies & Academic Outreach
	Lisa Neal, Registrar
	Amy Rundstrom, Academic Advising & Career Development
	Dr. Beth Hinga, Director of Assessment

Members of the General Studies 2021-2022 Academic Program Review Team

External Reviewer:	Dr. Matt Tracy, Director, General Education and Dual Enrollment, University of Nebraska Omaha
UNK CAS members:	Dr. Janet Steele, Professor, Dept. of Biology
	Dr. Sharon Campbell, Professor and Chair, Dept. of Music
UNK CBT members:	Dr. Tim Obermier, Professor, Industrial Technology Dept. and Cyber Systems Dept.
	Dr. Matt Bjornsen, Assistant Professor Dept. of Accounting, Finance, and Economics
UNK COE Members:	Dr. Whitney Schneider-Cline, Associate Professor, Department of Communication Disorders
	Dr. Kazuma Akehi, Associate Professor, Department of Kinesiology and Sport Sciences
UNK Library Member:	David Arredondo, Collection Services Librarian, Calvin T. Ryan Library
UNK Student Member:	Tristan Larson, Student Body Vice President
Member from the 2013 APR	Dr. Todd Bartee, Professor, Department of Kinesiology and Sport Sciences

Abbreviations

APR	Academic Program Review
CAS	College of Arts & Sciences
CBT	College of Business & Technology
COE	College of Education
FAH	College of Fine Arts & Humanities (merged into CAS in 2018)
GS	General Studies
GSC	General Studies Council
HLC	Higher Learning Commission
NSS	College of Natural & Social Sciences (merged in CAS in 2018)
SVC/SVCASA	Senior Vice Chancellor for Academic and Student Affairs (essentially the provost for UNK)
UNK	University of Nebraska at Kearney

Table of Contents

Contents

I. GENERAL PROGRAM CHARACTERISTICS

A. Mission

The UNK Strategic Plan envisions an institution that has a "curriculum that provides solid grounding for students in the liberal arts and sciences while enabling them to specialize and to prepare for careers" (UNK Strategic Plan, Mission Imperatives, Quality Undergraduate Education). We have pledged "to ensure that students develop broad intellectual capabilities and an awareness of diverse cultures and civilizations in addition to specific academic and career-related knowledge and skills" (UNK Strategic Plan, Values, Learning Matters).

General Studies Mission and Program Structure:

The General Studies Program helps students acquire knowledge and abilities to: understand the world, make connections across disciplines, and contribute to the solution of contemporary problems.

To achieve that mission, UNK's LOPERs General Studies Program (in effect from the 2020-21 catalog year) is structured to teach students: Foundational academic skills (LOPERs 1-4), Broad knowledge of the arts & sciences (LOPERs 5-8), and Dispositions that prepare students for responsible, productive lives in a democratic, multicultural society (LOPERs 9-11). LOPERs 1-4 provide instruction in foundational academic skills, including information literacy, writing skills, oral communication skills, and mathematics, statistics or quantitative reasoning. LOPERs 5-6 introduce students to the concepts and methods of disciplines in the visual or performing arts, humanities, social sciences, and natural sciences. LOPERs 9-10 educate students in civic competency and engagement and in respect for human diversity; wellness is also an option in the program. The program consists of a minimum of 30 hours of coursework, with some courses approved to meet both a Broad Knowledge requirement and a Dispositional requirement, which creates the flexibility for a student to have up to 6 hours of GS Program elective credits, which may be used to take a wellness course (LOPER 11) and/or a second course in any selected categories.

The General Studies Program in effect for students on the undergraduate catalogs from 2010-11 through 2019-20 required a minimum of 45 hours of coursework. Students began 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 took a 3-hour Portal course, the primary focus of which was the development of critical thinking skills. With the preparation of the Foundational Core and Portal, students progressed to coursework in the Distribution categories (27 hours in Aesthetics, Humanities, Natural Sciences, Social Sciences; and options in Analytical & Quantitative Thought, and Wellness). The sequence concluded with a 3-hour, junior-level, interdisciplinary Capstone course which was designed to help students synthesize information from multiple perspectives.

B. Governance

The General Studies Program is administered by the General Studies Council, an administrative

body that reports through the program Director to the Senior Vice Chancellor of Academic and Student Affairs (SVC). The GS Council consists of thirteen tenured, voting faculty members, allocated as follows: three from different departments in the College of Business & Technology; three from different departments in the College of Education; six from the College of Arts & Sciences, with at least one appointee from each of the four divisions of the college: Fine Arts & Communications, Humanities, Natural Sciences, and Social Sciences; and one from the Library's faculty. These 13 voting members are nominated by their respective college or library dean and appointed by the SVC to a three-year renewable term. The Council also includes the following non-voting ex officio members: the Director of General Studies (chair), the Registrar, the Director of Assessment, the Director of Academic Advising & Career Development, and the SVC's designated representative (currently the Dean of Graduate Studies & Academic Outreach).

Revisions to the General Studies Governance Document were started in 2018-2019 with the merger of the College of Fine Arts with the College of Natural and Social Sciences to form the College of Arts & Sciences, which necessitated revisions to the council structure and associated rules of governance. The revisions were tabled in 2019-2020 due to the urgency of revising the General Studies Program and were also tabled in 2020-2021 due to the necessity of reviewing and approving courses to be included in the new revised General Studies Program. Revisions to the General Studies Governance Document were completed on December 3, 2021 and were subsequently disseminated for faculty comment until January 18, 2022. Pending these comments and final revisions by the GSC during the February 2022 meeting, it is expected that the Governance Document (Appendix A) will be forward to the SVCASA for final approval.

C. Policies and Practices

The General Studies Council meets monthly during the academic year and sets policies and practices for the program according to its Governance Document (see Appendix A). The Governance Document was revised (from the former document approved 2007) and approved by the Council and the SVC in September 2015, and the Governance Document is being revised during this academic year to incorporate changes made necessary by the merger of the former undergraduate colleges of Fine Arts & Humanities and Natural & Social Sciences into the current College of Arts & Sciences, among other purposes. The Governance Document provides policy on Council composition, operations, and duties; student appeals; approval of courses; how General Studies courses may be required within degree programs; and the processes for making changes to the program.

Agendas and minutes of the monthly meetings are posted online to ensure fully transparent practices: meeting minutes are also distributed through Faculty Senate meeting packets. E-mail is used to inform campus when the meeting agenda is available – one week prior to the monthly meeting. Anyone who has an issue to bring to the 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. Council meetings are open to visitors, who may be invited to address the Council on their proposals or concerns. Members of the Council frequently bring information and opinions from others in their academic colleges and divisions to the Council meeting, where they are discussed

openly. A General Studies for Faculty Canvas organization is used to facilitate campus-wide discussions of possible program changes and to allow individuals to comment on pending proposals for courses applying to be approved in the program.

Proposed courses to be included in the General Studies Program can be submitted for review through the Director of General Studies. Prior to submission, the course proposal needs to be reviewed by a college representative to the GSC. Course proposals are submitted electronically to the Director of General Studies (general.studies@unk.edu). Course proposals are presented to the Council at a regularly scheduled meeting. If the course meets established criteria, then the Council votes to approve dissemination of the proposal to campus; if not, the Council can either reject the proposal or return it for revision and resubmission. Upon approval for dissemination, the Director of General Studies posts the proposal on the General Studies for Faculty Canvas organization, inviting campus comments on the proposal via discussion forum for a minimum of two weeks. The Council then votes on the proposal at the next regularly scheduled meeting. Council-approved proposals are forwarded to the SVCASA for final approval. Approved courses go into effect in the following academic catalog (the next fall semester). Complete instructions for preparing a course proposal, including guidelines for syllabi for GS courses are available on the General Studies for Faculty Canvas organization and can be found in Appendix B.

In addition to serving the general educational interests of the student body, the Council also addresses the needs of individual students. A student may petition to have an alteration in their General Studies Program requirements to meet an unusual circumstance. The Director is the first authority to grant or deny such a petition. A student whose petition for alteration of requirements was rejected by the Director may further appeal to the full Council and then to the SVC. The appeal process is available on the GS Program website (link) and is also published in the undergraduate catalog (link).

Proposed changes to the program can be initiated by a department, one of the undergraduate colleges, the Faculty Senate, the SVC, or the Council itself. The broader faculty has input through the appointees on the Council from their college/division, as well as through their department's representative on the Faculty Senate. Changes to the mission, objectives, categories, courses, or number of required hours are the purview of the Council, subject to final approval by the SVC.

D. Budget

The budget for the GS program covers the salary cost of the director (a 50% appointment). An Office Associate in the Academic & Student Affairs office is available as needed to take meeting minutes, make copies, arrange travel, and other similar duties. The total non-personnel operating budget is $3,000 for the current fiscal year which must cover registration and travel to conferences relating to general education, and other expenses associated with the General Studies Program (such as snacks for focus groups or council meetings).The regular budget may best be described as being adequate to meet the present needs.

However, the budget 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

Since the last APR, the General Studies Program underwent a substantial program change that reduced the number of hours, altered the categories, and revised the learning objectives.

- Development and implementation of the new LOPERs General Studies Program, including the new First Year Seminar, which are described in greater detail in section II. Curriculum and Assessment.
- Revisions to the Governance Document to address the College of Arts & Sciences merger and for other purposes, as described previously.
- New assessment rubrics for the LOPER category learning objectives which are described in greater detail in section II. Curriculum and Assessment.

1. Brief Overview of the Revision Process

At its opening meeting for the academic year 2017-2018, Dr. Bicak asked the GSC to undertake an evaluation of the GS Program "in terms of best practices, assessment and course alignment with the goals of the program". This evaluation was to consider program hours, proposals for changes in the GS Program from the GSC, and the four colleges (CBT, COE, FAH, and NSS) along with the "rationale behind those proposals". The GSC was to "assess the scenarios and identify commonalities and differences" and hold forums "in the spring 2018 to ensure widespread understanding of the intent, goals and progress in the process" (GSC Minutes, September 7, 2017). The results of this year long exercise was that more time was needed "to evaluate the program once 1) assessment data is available; 2) it is determined that changes will not inadvertently cause problems for programs", and the GSC requested (from SVCASA Bicak) and was granted another year to "thoroughly investigate all options to ensure the program will do what we want it to do" (GSC Minutes, April 5, 2018).

During the 2018-2019 academic year, the GSC continued to review the GS Program (per the request from SVCASA Bicak on Sept 7, 2017). Throughout 2018-2019 the GSC reviewed assessment information, gathered input from colleges, and overall continued the work from 2017-2018, resulting in the development of a revised GS Program of 37 credit hours. The proposed 37 credit hour program was disseminated for campus comments, and after further discussion by the members of GSC was not approved.

At its opening meeting for the academic year 2019-2020, the General Studies Council was given a charge: "Review/Revision of the General Studies Program." The SVCASA, Dr. Charles Bicak addressed the council, remarking that a new program should "look different from our current program with revolutionary changes that are both systematic and quick." Moreover, "the Council should consider making fundamental changes, as well as structural

changes to the program," with an eye towards "reducing the hours" and with the further consideration that "the first year of the program should be differentiated from other years." (GSC Minutes, September 5, 2019) With that charge, Dr. Bicak indicated he would schedule two campus-wide information sessions for faculty regarding this proposed change.

The Council accessed data related to the General Studies Programs of our peer institutions; institutions that seemed comparable in size and mission to UNK; and the programs of the other NU institutions, the University of Nebraska, Lincoln and the University of Nebraska, Omaha (Appendix C).

In order to include as much input as possible, the Council then divided into three "Working Groups" with other faculty who volunteered to review our current program, examine programs from other institutions, and suggest models for a revised General Studies Program aligned with the initial charge—reduced hours and a program that might include both structural and fundamental changes, with an emphasis on the first-year experience. The first-year experience was intended to eliminate the current freshman GS course, the Portals (188). These working groups met several times in the fall of 2019, and from their sessions the Council formulated a set of proposed General Studies Learning Objectives/Program Essential Requirements along with a reduced number of required hours.

At the Council's February 6, 2020, meeting, Dr. Bicak outlined his provisions for the new program to include staying within 30-31 total hours, making sure the first-year experience was distinct from ensuing years at UNK, and that the process for incoming transfer students should be streamlined. He also indicated the new program should be in place for the fall 2021 semester. (GSC Minutes, February 6, 2020).

A draft for the revised program was sent out for faculty comment, open meetings were scheduled during the spring semester, and the final program proceeded to a faculty vote. Our former program, consisting of 45 hours, was reduced to 30-31 hours, and a new first-year experience, which consists of a course taught by faculty from three different departments over the course of one semester, was transitioned in during the fall of 2021.

II. CURRICULUM & ASSESSMENT

A. Current Program Requirements

The LOPERs General Studies (GS) Program, effective for students initially enrolling or transferring in the 2020-21 academic year or after, is designed to provide students with a solid foundation for advanced study with fewer hours than the previous program (30-31 versus 45 hours). The Program thus provides greater flexibility for students to add a second major or an additional minor to their degree or to explore their interests with more unrestricted elective credits. The Program also seeks to ease transfer for students from community colleges.

Transfers with Completed Associates Degree or Second Bachelor's Degree: Students admitted to UNK with an Associate of Arts (AA) or Associate of Science (AS) degree from a regionally accredited institution will have fulfilled UNK's General Studies Program

requirements, as will students admitted to UNK with a Bachelor's degree. Such students must still complete any GS requirements specified within their program of study.

Credit Hours: The Program is 30-31 hours in total. Students must complete one 3- credit-hour course that satisfies each Learning Objective/Program Essential Requirement (LOPER) for LOPERs 1 through 10. LOPER 11 is optional (categories described below). LOPER 8 (Natural Science) may be satisfied with a 3- or 4-credit hour course that may include a lab component.

Program Requirements within General Studies: Departments are permitted to require that students in their major programs complete particular courses for LOPERs 2-11. Students are instructed to consult the program requirements in their major and their faculty advisor to choose appropriate GS courses for their degree. Departments cannot require students to take a specific first-year seminar (LOPER 1).

General Studies Courses from a Single Department: A student may not take more than three courses with the same department/discipline prefix in their General Studies program. Lecture/lab combinations from a single department that must be taken as co-requisites count as one course for this rule.

Electives in the General Studies Program: Designated courses with the appropriate content have been approved to satisfy one of the Broad Knowledge requirements (LOPERs 5-8) plus LOPER 9 or a Broad Knowledge requirement plus LOPER 10.

A student who satisfies LOPER 9 or LOPER 10 with a course that also meets another requirement has 3 hours of elective GS credits in the 30-hour program. A student who satisfies both LOPERs 9 and 10 with courses that also meet other requirements has 6 hours of elective credits. Students may use their elective credits (where applicable) for additional coursework in LOPERs 2-10, or for LOPER 11 (Wellness) and must still complete a minimum of 30 hours.

B. Current Program Objectives

Learning Objectives/Program Essential Requirements (LOPERs):

LOPER Categories and Learning Outcomes

NOTE: Courses must meet all learning outcomes in their category.

Purpose of General Studies: The UNK LOPERs General Studies Program helps students to develop core academic skills in collecting and using information, communications in speech and writing, and quantitative reasoning (LOPERs 1-4); to acquire broad knowledge in a variety of disciplines across the arts, humanities, social sciences, and natural sciences (LOPERs 5-8); and to instill dispositions that prepare students to lead responsible and productive lives in a democratic, multicultural society (LOPERs 9-11).

FOUNDATIONAL REQUIREMENTS (LOPERs 1-4):

Program Objective: Courses are designed for students to develop core academic skills in collecting and using information, communications in speech and writing, and quantitative reasoning.

LOPER 1* (First-Year Seminar) Learning Outcomes

a. Can locate and select appropriate sources of information (to include information important to academic and professional success)

b. Can discern a source's argument or purpose and audience

c. Can summarize a source's main points accurately and fairly

d. Can evaluate and use sources appropriately and responsibly

e. Can integrate information from multiple sources and contrasting viewpoints

* The first-year seminar is waived for students admitted as transfer students with a minimum of 18 hours of GS coursework; transfer students and re-admit students still must fulfill the requirements of a minimum of 30 hours GS coursework that meets LOPERs 2-11.

LOPER 2 (Writing Skills) Learning Outcomes

a. Can discern a writer's argument or purpose

b. Can evaluate and use sources appropriately and responsibly

c. Can use context-appropriate conventions in writing

d. Can communicate in a manner appropriate to audience and context

LOPER 3 (Oral Communication Skills) Learning Outcomes

a. Can discern a speaker's argument or purpose

b. Can evaluate and use sources appropriately and responsibly

c. Can use context-appropriate conventions in speech and non-verbal expressions

d. Can form and support a coherent position

e. Can communicate in a manner appropriate to audience and context

LOPER 4 (Mathematics, Statistics, and Quantitative Reasoning) Learning Outcomes

a. Can describe problems using mathematical, statistical, or programming language

b. Can solve problems using mathematical, statistical, or programming techniques

c. Can construct logical arguments using mathematical, statistical, or programming concepts

d. Can interpret and express numerical data or graphical information using mathematical, statistical, or programming concepts and methods

BROAD KNOWLEDGE REQUIREMENTS (LOPERs 5-8):

Program Objective: Courses are designed for students to acquire broad knowledge in a variety of disciplines across the arts, humanities, social and natural sciences.

LOPER 5 (Visual or Performing Arts) Learning Outcomes

Students can: Evaluate and/or create cultural products in a discipline of the visual or performing arts

a. Can interpret a work of art within its cultural or historical context

b. Can characterize and evaluate a work of art using concepts appropriate to its medium

c. Can distinguish between works of art from various schools, time periods, and/or cultures

d. Can articulate the significance of the arts for themselves or for society

LOPER 6 (Humanities) Learning Outcomes

Students can: Explain and evaluate ideas and/or social and cultural conditions using the concepts and methods in a humanities discipline

a. Can analyze primary sources appropriate to the humanities discipline

b. Can compare and contrast theories, narratives, or social/cultural conditions

c. Can make and support an argument about the human experience

d. Can articulate the significance of the humanities for themselves or for society

LOPER 7 (Social Science) Learning Outcomes

Students can: Explain and evaluate human behavior and/or social systems using the concepts and methods in a social science discipline

a. Can use the discipline's concepts and methods to explain human behavior and/or social systems

b. Can investigate problems and analyze evidence using the discipline's concepts and methods

c. Can make and support an argument about human behavior or social systems using social-scientific evidence

d. Can articulate the significance of social scientific knowledge for themselves or for society

LOPER 8 (Natural Science) Learning Outcomes

Students can: Solve problems and evaluate conclusions using the concepts and methods in a natural science discipline (may include a lab component)

a. Can use the discipline's concepts and methods to explain natural or physical phenomena

b. Can investigate problems and analyze evidence using appropriate scientific methodology

c. Can make and support an argument based on sound scientific principles

d. Can articulate the significance of scientific knowledge for themselves or for society

DISPOSITIONAL REQUIREMENTS (LOPERs 9-11):

Program Objective: Courses are designed to instill dispositions that prepare students to lead responsible and productive lives in a democratic, multicultural society.

LOPER 9 (Civic Competency & Engagement) Learning Outcomes

a. Can identify issues of public or community concern and problems or challenges posed by lack of civic competency and engagement.

b. Can gather and evaluate sufficient and reliable information about issues of public concern and have the knowledge and skills to make reasonable judgements and decisions about them

c. Can evaluate practices and decisions for their civic consequences

d. Can articulate the importance of community service and civic engagement to address issues of public or community concern

LOPER 10 (Respect for Human Diversity) Learning Outcomes

a. Can describe the nature and consequences of human diversity

b. Can gather and evaluate information important for relating to diverse populations

c. Can evaluate practices and decisions for their impacts on inequality or inclusivity

d. Can articulate the significance of human diversity for themselves or for society

LOPER 11 (Wellness) Learning Outcomes

a. Can articulate the importance of the eight domains of wellness (emotional, spiritual, intellectual, physical, environmental, financial, occupational, and social wellness).

b. Can describe the impact of social factors, and personal decisions and behaviors, on wellness.

c. Can gather and evaluate information about wellness and apply to personal behavior choices or decisions.

d. Can integrate information from multiple sources and contrasting viewpoints to make an informed and educated decision regarding wellness.

First-Year Seminar (LOPER 1) Course Requirements:

Courses approved to meet LOPERs 2-11 generally consist of 3- (or 4-, for LOPER 8) credit hour courses offered by a single department, whereas the seminars approved for LOPER 1 must be multidisciplinary.

The first-year seminar consists of three 1-credit hour courses taken as co-requisites in a single semester during the student's first year (all the courses have the same number -126). The three courses must be from three different prefixes (academic disciplines) with a limit of two of the three courses with prefixes from the same department. For example, a seminar could include both German and Spanish courses (two prefixes within the Modern Languages Department) but would require the third section to be taught by another department. The participating departments can be in the same college or across colleges.

The 1+1+1 courses that make up the LOPER 1 seminar must be organized around a common issue or problem approached from the perspective of each individual discipline. The instructors select the problem to focus on. Since the learning outcomes for LOPER 1 focus on teaching students information literacy, the students practice these skills across the disciplines in their selected seminar. Each of the three courses must meet all the learning outcomes for LOPER 1 (see above), emphasizing the sources relevant to its discipline.

Instructors across the three courses must commit to and demonstrate substantial coordination and bridging activities/assignments, so that the students are provided with a genuine multidisciplinary experience. The seminar must be team-taught; team teaching is defined as the three instructors working purposefully, collaboratively, and cooperatively to help students learn.

In addition to academic instruction in the contents relevant for the seminar's common issue or problem, the three courses also must include a focus on the personal and professional development of first-year students – e.g., self-motivation, effective study strategies, and time management; major and career exploration; collaboration and teamwork; and ethical and professional norms of behavior. Resources from the UNK Library, Student Affairs, and Enrollment Management are provided to instructors to help them meet this requirement. Instructors are not obliged to devote class time to students' personal and professional development, but they must incorporate into their courses the requirement that students participate in some such activities outside of class.

C. Current Program Assessment

LOPERs General Studies Course Assessment Plan and Rubrics

An assessment plan and new rubrics for the LOPERs General Studies Program were developed by a team of Council members (Beth Hinga, Lisa Neal, Jeremy Dillon, Jeong Hoon Choi, and Greg Brown) who attended the Association of American Colleges & Universities (AAC&U) Institute on General Education and Assessment in summer 2021. The Council gave final approval to the plan and associated rubrics (Appendix D) at the November 4, 2021, meeting.

Assessment in the LOPERs General Studies Program is meant to be formative, to help instructors identify strengths and weaknesses in their courses. The assessment data also helps the General Studies Council to identify strengths and weakness in the LOPERs General Studies Program and identify courses that are exceptional or courses that need improvement.

Starting in spring 2022, every section of every course in the LOPERs General Studies Program will be assessed every semester. The purpose of this initial assessment schedule is to rapidly develop normative numerical data for the assessment of the learning outcomes in the LOPERs General Studies Program. Courses that are two standard deviations above or below the mean will be considered exceptional or in need or improvement, respectively.

Assessment rubrics are provided to each instructor as an Excel file (specific to the LOPER category for their course), with the completed spreadsheet to be returned to the Director of General Studies via e-mail within 2 weeks of the end of semester / term. If a course meets two LOPER Program Requirements, the instructor must complete a spreadsheet for each LOPER for their course.

The assessment procedure allows the instructor to select the assignment(s) from their course that are used to assess student performance on each learning objective. The same assignment may be used for multiple objectives. The Council requires the instructor to identify which assignment from their syllabus was used to assess each objective and to submit along with the data a copy of their syllabus. The Council further requires that the assignments used for assessment are consistent with the Syllabus of Record that the Council reviewed and approved when authorizing the course to meet that LOPER category in the program.

Below is an example of the assessment form that instructors use to report their assessment data. Each category's assessment rubric follows the same basic form with the relevant learning objectives for that LOPER (see above for the learning objectives for LOPERs 2-11).

ASSESSMENT RUBRIC: LOPER 1 (First-Year Seminar)

Course Title _____

Course Number and Section _____

Instructions

All activities and assignments used for assessment must be consistent with the syllabus of record that the General Studies Council reviewed and approved.

Please indicate the number of students in your section who scored at each level (0-5) for each learning outcome.

- Each outcome assessment can be based on a different assignment
- As each outcome may be developed over the course of many assignments, using assignments from later in the semester for assessment gives more information on whether students are developing the necessary academic skills

LOPER 1 LEARNING OUTCOME RUBRIC						
Learning Outcome	0	1	2	3	4	5
1. Can locate and select appropriate sources of information (to include information important to academic and professional success)						
Please indicate the specific course activity or assignment from your course syllabus that you used for assessment of this outcome						
2. Can discern a source's argument or purpose and audience						
Please indicate the specific course activity or assignment from your course syllabus that you used for assessment of this outcome						
3. Can summarize a source's main points accurately and fairly						
Please indicate the specific course activity or assignment from your course syllabus that you used for assessment of this outcome						
4. Can evaluate and use sources appropriately and responsibly						
Please indicate the specific course activity or assignment from your course syllabus that you used for assessment of this outcome						
5. Can integrate information from multiple sources and contrasting viewpoints						
Please indicate the specific course activity or assignment from your course syllabus that you used for assessment of this outcome						

0 – Student did not complete assignment (For example, student received a grade of 0)

1 – Student completed assignment and did not meet learning objective (For example, student received a grade of F)

2 – Student completed assignment and performance was below average. (For example, student received a grade of D)

3 – Student completed assignment and demonstrated average mastery of the learning objective. Student met expectations. (For example, student received a grade of C)

4 – Student completed assignment and demonstrated above average mastery of the learning objective (For example, student received grade of B)

5 – Student completed and demonstrated exceptional mastery of the learning objective and could be used as an example for others (For example, student received grade of A)

REFLECTIVE QUESTIONS

1. Briefly discuss how your students performed relative to these learning outcomes. What went well, what didn't go as well as you might have liked?

2. What improvements do you plan to make to this course to improve student learning?

1. General Studies Student Survey

In December 2021 a survey was sent to gauge students' perceptions of their General Studies program experience (see Appendix J). Students (n=250) representing 29 different academic departments or programs responded. The results of the survey are difficult to analyze in detail, as we are in a transition period and the students fall into one of 3 groups: 1) Students who began this semester with the new LOPERs program, 2) students who have recently switched from the previous program to the new LOPERs program, and 3) students who remain in the previous GS program. Moreover, 69.4% of all respondents indicated that they have taken GS courses at other institutions, and 6.0% of all respondents had not taken any GS courses at UNK.

However, some general observations can be made.

The students were asked to identify if their catalog requires them to take 30-31 or 45 hours of General Studies (i.e., are they on the new LOPERs program or the previous GS program, respectively). Only 140 of the students responded, with 95 students indicating that they are on the LOPERs program and 45 on the previous GS program. Of the students that indicated they were in the new LOPERs program, 68.5% are Freshman and Sophomores, while 91.1% of the students in the previous GS program were Juniors and Seniors.

The students were asked if they believe that they have improved in each of the previous GS program-level learning outcomes. The results were fairly positive, with the percentage of students answering either Strongly Agree or Somewhat Agree ranging from 58.8% to 76.3% for each outcome. Another positive result is that 67.6% of respondents in the LOPERs program, and 76.3% in the previous GS program indicated that they have "integrated material learned in UNK General Studies courses into their other classes." Also, 70.7% of respondents in the LOPERs program and 67.5% in the previous GS program perceive that their General Studies program "explores diversity, international, and global issues." Similarly, 68.8% of respondents in the LOPERs program and 68.4% in the previous GS program indicate that their General Studies program provides "opportunities to explore concepts important to civic competency and democracy."

An area of concern is that 88.3% of respondents in the LOPERs program, and 78.6% in the previous GS program believe that their General Studies program is "expressed primarily as a list of courses that students must take." While it is tempting to conclude that we need to do a better job of explaining the purpose and importance of our General Studies program to our students, 68.1% of respondents in the LOPERs program and 67.5% in the previous GS program indicated that they "have a clear understanding of the purpose of UNK's General Studies Program." Also, only 51.8% of students in the LOPERs program and 57.1% of students in the previous GS program believe that they have improved their critical thinking and problem-solving skills as a result of their GS courses. These are numbers we would like to improve upon.

Fall 2021 was the first semester of our new LOPERs General Studies program. As we continue to implement the LOPERs program we will send targeted student surveys out on an annual basis.

2. General Studies Faculty Survey

An important component of improving/assessing UNK's General Studies Program are faculty perceptions of the program. The 2013 Academic Program Review report recommended that the General Studies Council conduct a follow up survey of faculty perceptions of the General Studies Program.

Faculty were surveyed during spring 2016 (Appendix J). In addition to collecting basic demographic information, the survey included questions regarding specific aspects of the GS program (e.g., student learning outcomes, purpose of program, etc.). Likert-like scale of 1 to 5 with one representing "strongly disagree" and five representing "strongly agree" were used for some questions; other questions used a 1 to 5 scale with one representing "not very familiar" and five representing "very familiar." The highlight of the results is summarized below:

DEMOGRAPHICS OF FACULTY RESPONDENTS

- The survey was sent to 419 current faculty members in the spring 2016; 95 responses, from all three undergraduate colleges, were received (a 23% response rate).
- In terms of teaching responsibilities, 68% of the faculty indicated that General Studies (GS) courses are part of their regular teaching assignment. Of the survey respondents, faculty teaching Distribution courses (45%) were in the majority, followed by Foundational Core courses (38%), Portal courses (26%) and Capstone courses (16%).

AWARENESS OF LEARNING OUTCOMES AND HLC REQUIREMENTS

- Faculty are aware of the requirements of Higher Learning Commission (HLC) for the General Studies program with over 50% of respondents indicating being "Aware" to "Very Aware" (mean 3.52).
- Faculty are somewhat familiar with the learning outcomes for written communication (mean 3.25), oral communication (3.14), and Democracy in Perspective (mean 3.10). However, faculty are neutral in their familiarity with the learning outcomes for math (mean 3.01).
- PERCEPTIONS ABOUT THE 45-HOUR GENERAL STUDIES PROGRAM

- While faculty indicate that the GS program is an "important component of a student's education" (mean 4.04), the responses suggest that faculty are somewhat neutral in terms of GS courses providing an "an important foundation" for upper-division coursework (mean 3.14).
- Faculty are fairly neutral in their view of how well the GS curriculum accomplishes the learning by students of evaluating "concepts relating to democracy" (mean 2.92); "communicating effectively in written form" (mean 3.07) and "analyzing cultural issues within a global context" (mean 3.09).
- Faculty view the GS curriculum's contribution to developing student skills in "evaluating information" (mean 3.31); "applying principles of critical thinking" (mean 3.25); and "communicating effectively in spoken form" (mean 3.25) a little more favorably
- The Foundational Core includes courses in written and oral communication, math, and Democracy in Perspective. Generally speaking, Foundational Core courses are thought to be the basic foundational skills that students need for their college education. Faculty agreed that these courses "provides students necessary skills and are important perspective for their college education" (mean 3.43).
- The Portal course is centered on a topic or theme, and the primary purpose of the course is to develop critical thinking skills. Based on the results below, faculty are slightly less than neutral (mean 2.94) in their view of the Portal courses being "an effective way to help students develop critical thinking skills" (mean 2.94). Faculty are neutral in their perception of Portal courses helping students develop skills in "analyzing critical issues" (mean 3.02) and less than neutral in "gaining a global (worldwide) perspective" (mean 2.92); "understanding the process of reasoning and argumentation" (mean 2.89); and "constructing an organized essay" (mean 2.85). It should be noted that these responses are consistent with responses to the "effectiveness" of Portals discussed above. Faculty responses regarding the "effectiveness" of Portals in assisting students in gaining skills in "critical thinking" indicate that that either faculty do not fully understand the initial intent of the Portal course or that faculty are not fully convinced that the Portal – as currently structured – is achieving the stated goal of developing critical thinking skills. This suggests that the GSC should look into this issue in more detail.
- As initially envisioned, the Capstone is an interdisciplinary course culminating the student's General Studies experience; the interdisciplinary focus requires students to engage different methodologies, to integrate knowledge and to synthesize results. Based on the survey results faculty somewhat agree (mean 3.21) that current Capstone "offerings are interdisciplinary" and that they are "an effective way" (mean 3.12) to assist students in gaining these skills. They are somewhat neutral in viewing Capstones as helping student improve their skills in "evaluating information from more than one academic discipline" (mean 3.17); "formulating logical connections between disciplines" (mean 3.17); and "employing the approach of more than one academic discipline" (mean 3.16). However, faculty somewhat agree that Capstone

courses help students improve skills in "synthesizing knowledge" (mean 3.26) and "communicating effectively" (mean 3.29). While these responses are consistent with, and provide support for, the faculty responses regarding the effectiveness and interdisciplinary nature of Capstones, the responses also suggest that Capstone courses – as they are currently structured – may not be achieving the stated student learning outcomes.

CONCLUSIONS

An important component in improving/assessing UNK's General Studies Program are faculty perceptions of the program. In response to the 2013 APR, the GSC conducted a follow-up survey of faculty perceptions of the General Studies Program during spring 2016. The structure of the GS program implemented in 2010 marked a major change from the "cafeteria style" of the prior program. The distinct levels of the new program – Foundational Core, Portal, Distribution, and Capstone - allows for (or suggests) a progression in which students gain, develop and demonstrate skills in written and oral communication, and critical thinking. Additionally, distinct student learning outcomes for courses within each category provide a means of evaluating how effective the courses are in achieving the desired student learning goals. As initially envisioned, Portal and Capstone courses were to play important roles in the GS program implemented in 2010. The Portal course, taken early in the student's academic program, centers on a topic or theme with the primary purpose being the development of critical thinking skills. The Capstone, an interdisciplinary course culminating the student's General studies experience, requires students to engage different methodologies, to integrate knowledge and to synthesize results. With respect to both Portal and Capstone courses, survey responses indicate that either faculty do not fully understand the initial intent of these courses or that faculty are not fully convinced that the courses – as currently structured – are achieving the stated student learning outcomes. One of the overall goals of the GS program implemented in 2010 was for the program to be viewed as an integrated program that allowed for a progression in gaining knowledge by students rather than simply a set of courses to take. Survey results suggest that the GSC has not been entirely successful in conveying the message that the program is expressed in terms of "goals for student learning" rather than as a "list of courses" students must take. This calls for the faculty to revisit and perhaps redesign the General Studies Program. The results of the survey suggested that the faculty revisit the general studies program to improve upon the existing one.

Thus, for a period of 3 years beginning in 2017, the GSC began the process of initiating a revision of the GS program. The GSC sought faculty input through multiple forums. The forums sought to gain faculty perspective of potential improvement to the GS Program, thoughts on the number of credit hours, reconstructing categories, etc. The GSC then formed focus groups to write descriptions of the new LOPER categories and designed a new LOPER 1 category as an entry level course for all incoming freshmen. At each stage of the process faculty were engaged in creating the revised GS program. The GSC met monthly to review the recommendations and work of the focus groups. The GSC formed a recommendation for a new GS program and sent

the final GS program out for a vote of the faculty. The faculty vote was completed in 2020 (Appendix Q) and the new GS program comprising of 30-31 credit hours was voted in favor by about 60% of the 157 eligible faculty who responded out of 325 eligible faculty. After the faculty vote the final recommendation was set on to the Senior Vice Chancellor of Academic and Student Affairs who approved the new program. During 2019-2020 the GS Council developed guidelines for the development of LOPER 1 First-Year Seminar courses. These guidelines were sent out to all Colleges and Departments as invitations for faculty to create new GS First-Year Seminar course proposals. The GS Council worked with Departments and faculty on course submissions and an approval process. The New GS program was activated in the fall of 2020. In the fall of 2021, the new GS First-Year Seminar courses were offered. The GS Council is in the process of collecting data evaluating the new GS program.

3. First Year Seminar Faculty Focus Groups

With the First-Year Seminar (LOPER 1) being an entirely new concept for a course at UNK, all faculty who were teaching First-Year Seminars in fall 2021 were invited to attend one of two (or both) focus group / listening sessions. The goal of these sessions was for the faculty to describe what works, what doesn't work, and what could be improved.

The following is a summary of the discussion from these discussions.

One overall impression is that the faculty members want to teach these classes, and want these classes to be a good, positive experience for our First Year students.

- A class full of only first time Freshman is a very different experience for many faculty members.

The First Year Seminar is very necessary to help introduce students to being a college student, orient the students to the resources available to students at UNK, and to have a friendly place for asking questions of other First-Year Students and faculty members. This may be especially important during the first 5 weeks of their first semester on campus.

- A variety of student majors within a First Year Seminar is more desirable than a class full of the same major if the goal is to be multidisciplinary
- Non-traditional students still need this kind of a course, but perhaps targeted for non-traditional students or veterans (i.e. a class for "service member to student"). But yet the contributions from these students in the First Year Seminar can be very helpful for the traditional fresh out of high school first year students.

Students indicate that the First Year Seminar is not intellectually stimulating. But it's not meant to be a gatekeeper class. Emphasis on participation, attendance, and submitting assignments on time may be more important than providing a demanding academic experience.

- Instructors may need to scale back their initial expectations of what can be done in a 1 credit class. Instructors may also need to be flexible in their plan of what will happen in class each day in order to help students become oriented to college life and UNK
    - One good idea seems to be using a "question of the day" activity, where students submit their questions to the instructor and the instructor then

answers a question. (Damon Day can explain more). The question may be very basic "How do I wash my clothes" to more complex "I see my friends earning $20 an hour and buying new cars and nice clothes, so why am I in college paying thousands of dollars in tuition, fees, etc."

- A campus tour of important offices (e.g. financial aid, registrar, health and counseling, etc.) may be very helpful

More guidance on what is considered an acceptable out-of-class academic or professional development activity is desirable. More guidance on how many of these activities MUST be in each 1 credit hour class is also desired. There were also questions on how to verify student attendance at these activities.

- The activities from the library, and from academic services and advising have been excellent. The online options have also been very appreciated by the students
- One First Year Seminar required all of the activities be completed in the first 5-week section, thereby preparing the students for the next 2 sections
- The library would appreciate guidance from First Year Seminar instructors on what they can do to best serve these students
- Perhaps a minimum of three activities per 1 credit section. 1 academic development, 1 professional development, and 1 for fun/campus involvement
- Verification could be a reflection paper, a selfie at the event, an email from the coordinator of the activity, or a signed paper (but students are likely to lose the paper)

Five weeks goes surprisingly fast, and can be a rough transition for faculty and students. But it can also be good. There is one seminar that is meeting once per week for 15 weeks, which is also challenging (particularly in terms of getting to know 85 students, seeing ⅓ once per week).

Yes, a few students are going to receive a failing grade in the First Year Seminar. But by and large it is due to not attending class or not submitting assignments rather than doing poorly on assignments or tests (several faculty members stated that a student will have to try to fail, or basically not try at all in the class). Faculty are sympathetic about the possibility that a student may fail 1 out of the 3 sections, and thus will need to repeat the entire 3 section seminar to replace the failing grade. The faculty expressed a willingness to offer failing students an opportunity to avoid a failing grade by extending assignment deadlines and otherwise being lenient on a case-by-case basis. (for example, there's not much that can be done for a student that misses 3 out of 5 weeks of class as an unexcused absence, but an assignment deadline can be given a reasonable extension).

- Need to fully inform students of grading policy for the First-Year Seminar
- Also inform students of other policies regarding drop deadlines, incomplete grades, etc.

There was a lot of discussion about coordination of information between the 3 sections of a First-Year Seminar. A joint Canvas page would be desirable. But since that seems to not be possible due to FERPA, the instructors need to meet and talk and communicate.

- Perhaps use something like Microsoft Teams, or some kind of Google app

- Could use some clear guidance on what information the instructors can, and cannot, share in co-requisite classes

These comments were shared with GSC, all faculty currently teaching a First-Year Seminar, and who will be teaching one in spring 2022.

4. First Year Seminar Student Focus Groups

With the First-Year Seminar (LOPER 1) being an entirely new concept for a course at UNK, some students who were enrolled in First-Year Seminars in fall 2021 were invited to attend one of two focus group/listening sessions. The goal of these sessions was to identify what the students thought was good, what wasn't good, and what could be improved. Forty-one students were identified by the instructors as those who would be inclined to speak freely, and were invited to attend via email from the Director of General Studies. 14 replied that they would attend, but only 8 attended (4 each day; those who did not attend replied prior to the discussion time to explain why they could not attend). The students reported that they had talked to classmates and peers about the seminars, so the opinions presented likely represent the views of more than just the 8 participants.

The following is a summary of the discussion from these discussions organized by discussion topic.

<u>Seminar Schedule:</u>

Students liked having each run for 5 weeks and then rotate to the next. The students liked moving to a different classroom when the new section started, and did not find it confusing (those who had this experience). But, the students did not mind staying in the same classroom and having a new instructor come when the new section started (those who had this experience).

- Students liked the change of scenery every 5 weeks
- Students liked the change of instructors every 5 weeks
- Students were very favorable of this scheduling scenario as it allowed a good focus on the topic and discipline.
- Students greatly appreciated having the instructors of the other sections come and visit for self-introductions during the first 5-week section
- The break every 5 weeks seemed to help prevent burnout and prevent a sense of drudgery

Students did not like having one section on Monday, a different section on Wednesday, and a different section on Friday. It was especially confusing if the students moved rooms, but it also seemed confusing if the students stayed in one room while the instructors moved (i.e. instructors would arrive late, or seem confused about being in the right place).

- Students felt like this scheduling scenario prevented the instructors from getting to know and having a connection with the students, and the same for the students connecting with the instructors
- Students felt like this scheduling scenario was especially disjointed in presenting information and assignments

- Students felt like this scheduling scenario resulted in multiple assignments being due during the same week

Out of class workshops for academic development, professional development, and campus involvement:

There was a wide variety of opinions about these workshops, from students finding them very helpful to being a waste of time

- If the purpose of the workshops were clearly explained to the students the students found the workshops to be much more valuable, especially if the students were allowed to choose from the available workshops to meet their own personal needs & interests
- While a list of possible workshops to attend is nice, students would also like to be able to find their own workshops because the list probably does not include every possibility

Note from GS Director: Instructors are empowered to determine if an activity meets the purpose of the out-of-class workshops. The purpose of these workshops is to help the students develop academically, professionally, and to become involved on campus

- While going to the workshop and submitting a selfie was ok for jumping through a hoop, a brief (i.e. 1 page or less) reflection paper explaining what the student learned/gained from the workshop would enhance student attentiveness and buy in to attending the workshop
- Thompson Scholars are given much more extensive campus orientation than other students, so Thompson scholars need workshops that are not redundant
- Once again, the students need to be told why these workshops are required in the First-Year Seminar (to help the students develop academically, professionally, and to become involved on campus)

Attending and participating in the workshops was not burdensome, and being required to attend three workshops per 5-week class section is reasonable if the expectation is that students need to attend 1 academic development workshop, 1 professional development workshop, and 1 campus involvement activity (e.g. a sporting event, or an artistic event, or a cultural event)

- Virtual workshops and workshops at times outside of 8-5 are helpful for commuter students and student athletes
- There was a lot of variation in how many workshops were required in the different seminars
- Once again, the rationale behind these workshops needs to be clearly explained to the students (to help the students develop academically, professionally, and to become involved on campus)

Course Topics:

The students really liked approaching a topic from three different disciplines if the connection between the three disciplines and the topic was explained well

- The scheduling scenario of one section on Monday, a different section on Wednesday, and a different section on Friday did not facilitate good connection between the disciplines and seemed to make the overarching topic unclear
- Instructors really need to be clear about the connection of the three disciplines to the topic of the seminar
- Students noted that they could tell if the instructors were coordinating their efforts and communicating with one another, or not, based on how well the three disciplines related to the topic of the seminar

Note from GS Director: Cooperation and communication between the instructors is essential to tying the information from the three disciplines and instructors together to make a cohesive student experience

Some of the students reported not being given an option during summer registration and were simply told which seminar to register for

Students would like more up-front information about each seminar, what the topic is, and how the three disciplines approach the topic

- More up-front information at the time of registration about the seminar topic, the three disciplines, and the expectations for student work and projects would be helpful (e.g. if a seminar has a large focus on public speaking, or a large focus on writing it would be helpful to the students when deciding which seminar to register for)

Thompson Scholars would like more choice in which seminar to take rather than all Thompson Scholars taking the same seminar

There was universal opposition to having all seminars focus on the same topic or same book

Students reported that the majority of the instructors were very welcoming to discussion of controversial topics and welcomed all points of view and helped students see the value of other points of view

The only complaint about topics in which specific faculty were identified by name was regarding diversity. The students reported that certain instructors were overbearing in promoting concepts such as white privilege or racial equity and were not open to any discussion on these concepts that did not conform to the instructor's point of view.

- The students did not object to an open discussion on these concepts, or an explanation of what these concepts are and why they are troubling, as long as the instructors were open to discussion and would present the concepts from points of view that both support and oppose the instructor's opinion on the concept
- Students were concerned that if they did not parrot the instructor's point of view the students would not pass the class

<u>Class Grading:</u>

Most students were aware that they needed to pass all three sections in order to earn credit for LOPER 1. The only student that wasn't simply stated "failure was not an option, so I must have just tuned that information out."

- Most students reported that they were aware of this requirement at the time of registration
- Most students reported that this requirement had been made very clear by the course instructor and syllabus

One student, speaking based on discussion with several of his classmates, expressed an opinion that this was an unreasonable expectation

Many students stated that if someone failed one section of the First-Year Seminar then the student really should repeat all three sections.

- The students universally stated that someone would really need to try to fail (or, in other words, give absolutely no effort in order to receive a failing grade)
- The students universally said that if a student failed a section of the seminar it was all on the student, and thus the student probably did not make any of the connections between the disciplines and so taking the whole 3 sections of seminar over was reasonable to achieve the goals of the First-Year Seminar
- One student stated that if a single grade for all 3 classes was awarded that might explain better why the entire seminar needed to be repeated, but the student understood the logistics of why they are three separate 1 credit classes

Most students reported that the grades on assignments or other graded class activities were posted in a timely manner, and they knew where they stood in the class.

One student reported that assignment grades in his seminar were not posted in a timely manner, but he was not worried about his grade because he knew he did good work

- Grading was based mostly on attendance, participation, or turning something in rather than being graded rigorously for writing proficiency or in depth subject knowledge, which is just fine for the purposes of the First-Year seminar.

<u>Instructors:</u>

The students reported that all of their instructors were genuinely interested in the students. The instructors appeared to want the students to do well in the class, to succeed in college and life, and to be healthy

- The scheduling scenario of 1 section on Monday, 1 section on Wednesday, and 1 section on Friday was much less conducive to this than having 5 weeks with the same instructor

The students all felt like they had made a connection to at least 1 faculty member that they could talk to about anything throughout the rest of their career at UNK

- The students favorably named several instructors

Registering for a Seminar:

None of the students expressed any challenges with registering for a First-Year Seminar, because they registered during summer enrollment and their advisor at the time knew what to do

Miscellaneous

Most students reported the seminar was favorably eye opening to different possible majors, and two were likely to change major due to their First-Year Seminar

Having a uniform syllabus format in all three sections was helpful

Having a different Canvas page for each section was not problematic, but it would be better if all three instructors arranged the Canvas pages the same

One student reported that the First-Year Seminar was the favorite class of the semester

The students universally expressed appreciation for the opportunity to participate in a discussion about the First-Year Seminar

- The students liked the open-ended discussion and indicated that they willingly said things that they would be disinclined to express on a written survey (the students expressed fatigue of being asked to complete surveys)

These comments were shared with GSC, all faculty currently teaching a First-Year Seminar, and who will be teaching one in spring 2022.

D. Previous Program Requirements

The previous GS program was 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 (Appendix E).

Each student completed 12 credit hours of Foundational Core – writing, math, speech, and a course in the category "Democracy in Perspective." In addition, all students took Portal and Capstone courses, and 27 credit hours in the disciplines. After students completed the minimum requirements in the disciplines, there were 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) were 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 were expected to become proficient in speaking, reading, and writing the English language. This included understanding the relationship between form and content in the language. This category also emphasized speaking and listening skills. Basic competencies also included the ability to reason and to reach sound conclusions. The expectation was that students would be able to distinguish fact from judgment and knowledge from belief.

2. Portal Course (3 hours)

The Portal was designed to be taken early in the student's general education and focused on building critical thinking skills. Students learned 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 were in visual arts and art history, dance, music, and theater. This category was 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 were in literature, foreign language, history, philosophy, and communications. This category was 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 were in biology, chemistry, geography and earth sciences, physics and physical science. This category was 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 were in criminal justice, economics, ethnic studies, family studies, geography, international studies, political science, psychology, sociology, communication, and women's studies. This category was 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 were in computer science, industrial technology, math, statistics, and music theory. This category was 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 were in family studies, health science, physical education, and psychology. This category was 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 concluded the General Studies experience. It required students to evaluate and synthesize information from more than one academic discipline, and to employ appropriate methodologies in creating a significant original semester project.

E. Previous Program Objectives and Assessment

The previous GS program was 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 had a set of learning outcomes (Appendix F).

The previous 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 followed recognized best practices in that they focused 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.

Further, in renewing the General Studies program, UNK sought to incorporate curricular structures that the AAC&U had identified as "high impact practices". Of the 10 such identified practices, five were intentionally integrated into the previous 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 previous GS program employed common campus wide instruments and rubrics (Appendices G and H). Faculty members who taught GS courses also assessed their students' learning using the approved instruments and rubrics, and entered scores for their GS students on TaskStream.

Implementation of GS assessment was on a rolling basis:

GS Category	Most Recent Assessment Implementation
Portal courses	Spring 2017
Foundational Core: Written/Oral Communication	Fall 2016
Democracy in Perspective	Fall 2017
Capstone courses	Spring 2016
Foundational Core: Math	Fall 2017
Distribution: Aesthetics, Humanities, Social Sciences	Fall 2018

Distribution: Natural Sciences, Wellness, Fall 2018

Analytical & Quantitative Thought

Initial assessment results of student learning outcomes have been fairly positive (Appendix I). Student mean scores from 2015-2018 showed that, in most GS categories, students on average achieved the GS learning goals. The overall average percentage of students scoring "Proficient and Advanced" were:

Portal courses	72.5
Written	76.6
Oral Communication	88.7
Democracy in Perspective	70.5
Capstone courses	81.0
Math	73
Aesthetics*	70.6
Humanities*	72.3
Social Sciences*	66.3
Natural Sciences	63.4
Wellness	49.9
Analytical & Quantitative Thought	78.8

* Included the number of students who were not assessed in their "percentage of students" calculations

At the General Studies Program Level, students were assessed on the following Learning Outcomes:

GS 1: Evaluate Information appropriate to the task

GS 2: Apply principals of critical thinking to demonstrate integrative learning

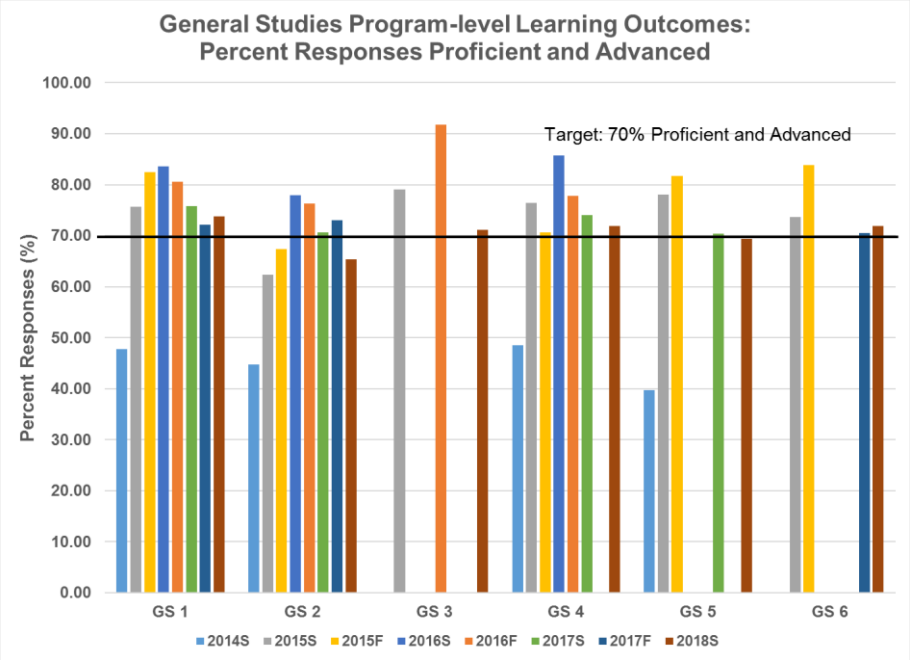
GS 3: Communicate effectively in spoken form

GS 4: Communicate effectively in written form

GS 5: Analyze cultural issues within a global context

GS 6: Evaluate in context significant concepts relating to democracy

The following table summarizes the results of our Program Level assessment between 2014 and 2018. While there was some variation in performance by learning outcome, proficiency levels have been above or close to the target of 70% Proficient and Advanced.



It should be noted that assessment of the GS program did not focus on "value added" per se. Students were 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 previous GS program focused on the level at which students meet the learning outcomes of given GS categories. Common rubrics used across campus were on a 4-point scale, with a student score of 3 being defined as the student's being "proficient." That standard of "proficient" was 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 was 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, was "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 was followed in other GS categories.

Periodically, student surveys have been done to gauge students' perceived experience in their GS course (Appendix J).

III. Faculty

Seventy five percent of GS courses are taught by faculty from departments in the College of Arts & Science , with 13% of GS courses from faculty in the College of Business & Technology, and 12% of GS courses from the College of Education. 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 315 full-time faculty teach at UNK. Of these, 55.2% are tenured, 23.2% are tenure track and 21.6% are non-tenure track. This would indicate that stable, qualified faculty are available to deliver GS courses.

Faculty by Status – Fall 2020				
	Tenured	**Tenure Track**	**Non-Tenure Track**	**Total 456**
Full Time	174 (55.2% of FT Faculty)	73 (23.2% of FT Faculty)	68 (21.6% of FT Faculty)	315 (69.1% of total faculty)
Part Time	n/a	n/a	141	141 (30.9% of total faculty)

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

IV. PROGRAM COMPARISONS

A comparison of our previous General Studies Program requirements with those of the new LOPERs General Studies Program at UNK, followed by a summary comparison of UNK with select institutions (as identified previously in section I.E. Major Initiatives) can be found in (Appendix C).

UNK's general studies programs share many commonalities with our various peer institutions. In many cases there is an expectation for information literacy that is described in the learning outcomes, but only three of our peer institutions have an explicit course on information literacy, with the rest meeting this requirement through the combined hours in other areas of the general studies program. All of the peer institutions except Winona University required a minimum of three hours in written communication, three hours in oral communication, and three hours in mathematics and/or quantitative reasoning. Six of the ten peer institutions examined required hours in understanding and exploring human diversity, but the remaining institutions held diversity requirements in learning outcomes. At this time, only one other institution has an explicit first year seminar course.

Table 1. Comparison of previous General Studies Program and current LOPERs General Studies Program

Previous GS Program	LOPERs GS
Six Overall Objectives; Foundational Core (FC), Portal Course, Distribution (D), Capstone Course 45 hrs	10 Program-level Learning Outcomes; Foundational Requirements (FR), Broad Knowledge (BK), Dispositional Requirements (DR) 30-31 hrs
Written Communication FC (3-6 hrs)	First-year Seminar FR (3 hrs)
Math for the Liberal Arts FC (3 hrs)	Writing Skills FR (3 hrs)
Oral Communication FC (3 hrs)	Oral Communication Skills FR (3 hrs)
Democracy in Perspective FC (3 hrs)	Math, Stats, Quantitative Reasoning FR (3 hrs)
Aesthetics D (3-6 hrs)	Visual or Performing Arts BK(3 hrs)
Humanities D (6-9 hrs in 2+ Disciplines)	Humanities BK (3 hrs)
Social Sciences D (6-9 hrs in 2+ Disciplines)	Social Sciences BK (3 hrs)
Natural Sciences D (7-11 hrs in 2+ Disciplines; at least 1 lab)	Natural Science BK (3 hrs)
Analytical & Quantitative Thought D (0-6 hrs)	*Civic Competency and Engagement DR

Wellness D (0-6 hrs)	*Respect for Human Diversity DR
Portal Course (3 hrs)	(Optional) Wellness (2-3 hrs)
Capstone Course (3 hrs)	

*Designated courses with the appropriate content may be approved to satisfy one of the BroadKnowledge requirements plus Civic Competency and Engagement or Broad Knowledge plus Respect for Human Diversity. Courses may be approved to satisfy Civic Competency and Engagement or Respect for Human Diversity alone. *(Courses satisfying these alone must be 3credit hours.)*

A. General Studies Program Best Practices

In renewing the General Studies Program, UNK sought to incorporate structures that the AAC&U has identified as "high impact practices". Of the 10 such identified practices, (Appendix K) four in particular are vital to the revised and streamlined General Studies Program.

- First Year Seminar / Experience – in the form of UNK's LOPER 1 – an integrative cross-disciplinary learning experience for all freshmen

- Common Intellectual Experience – in Liberal Arts through the ten LOPER themes, LOPER 1 to LOPER 10.

- Diversity / Global Learning – an integral component of General Studies program in the form of LOPERS 9 and 10 which focus on civic competency and developing respect for human diversity.

- Service Learning, Community-Based Learning—in tandem with replacing our Portal courses with the First Year Experience, we have replaced the Capstone Course with our new Experiential Learning requirement.

B. National 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, supports the best traditions of a UNK general education, and offer students a wider range of options that strengthens their post-graduation employment success.

It is widely understood today that strong Liberal Arts programs should help students grow in their cognitive and critical thinking skills over the length of UNK's General Studies program, emphasizing higher level learning skills of analysis, synthesis, and evaluation. The design of UNK's learning outcomes followed best practices by focusing on those higher order skills. The LOPER 1 courses in particular fosters critical thinking skills early on and prepares them to take the higher-level General Studies courses.

C. Distinctive Contributions

What are the advantages to faculty and departments of a new General Studies Program?

Departments and programs are encouraged to develop innovative, academically enriching courses. The LOPER categories are designed to introduce students to a broad knowledge base and a variety of academic disciplines. Reducing the required hours from 45 to 30 means that students have room in their undergraduate careers to pursue an additional major or minor. This increases the curricular opportunities in our academic disciplines. The LOPER 1 First Year Experience now requires faculty from three different departments to design and teach a class that focuses on integrative learning.

V. Future Directions

Program Effectiveness

The UNK Strategic Plan (link) calls for "a curriculum that provides solid grounding for students in the liberal arts and sciences while also enabling them to specialize and prepare for careers". The LOPERs GS Program is designed to introduce students to a broad knowledge base and a variety of academic disciplines, while also preparing them with foundational skills that every university-educated person needs. With 30-31 General Studies credit hours, students have room in their undergraduate careers to pursue an additional major or minor.

The UNK Strategic Plan also states that "UNK is an exemplary public university that serves Nebraska by" "renewing curriculum, pedagogy, and activities with advice from internal and external constituencies." The assessment plan for the GS Program, with assessment of every GS course every semester, will enable a rapid development of benchmarks for effective General Studies classes. By including High-Impact Educational Practices, regular assessment, regular academic program reviews, and the revised policies for course submission and program changes (as explained in the Governance Document), the UNK GSC will be able to effectively review and renew the curriculum as necessary to maintain an effective GS program.

Building on Strengths

A major strength to the UNK LOPERs GS Program is that there is a single GS Program for all students at UNK. This should minimize GS courses becoming elective credits if a student changes major.

Another strength to the UNK LOPERs GS Program is the policy regarding transfer students with 18 credits of GS credits being exempt from taking the First-Year Seminar, and students transferring in with an Associate of Arts or Associate of Science degree from a regionally accredited institution being considered to have fulfilled UNK's General Studies program requirements, both of which should facilitate transfer students' matriculation at UNK.

Another strength to the UNK LOPERs GS Program is the enthusiasm for instruction displayed by the faculty teaching the First-Year Seminars during fall 2021. This enthusiasm was evident during the faculty focus group/discussion sessions and resulted in positive comments from the students during focus group/discussion sessions.

Addressing Concerns

An immediate concern about the UNK LOPERs GS Program that has arisen among the members of GSC, the registrar's office, and the faculty overall is regarding the First-Year Seminar. The First-Year Seminar is an entirely new course model at UNK and there are many concerns regarding implementation and effectiveness. The 1+1+1 structure of the first-year seminar courses went into effect starting in the fall 2021 semester. From what the Council has observed to this point, there may be some problems with the structure. A student must pass all three sections of their seminar to get credit for LOPER 1. A student who withdraws from or fails one of the three sections must retake an entire seminar, and they must retake the same seminar (same disciplines and same issue/problem) for grade replacement. While the Council requires that the course syllabi clearly communicate this grading policy to the students, there is still room for

misunderstanding. If the participating faculty and departments are unable or unwilling to regularly offer the same seminar, there may be insufficient opportunities for a student to replace a failing grade. The GS Council has not had enough time to understand how the first-year seminar is going to work and to what extent these issues will be real rather than hypothetical problems, but the Registrar has asked the Council to consider using a 3-hour generic LOPER 126 instead of 1+1+1 co-requisite sections from the participating departments.

An attractive option for the First-Year Seminar is the ability to develop courses that might be effective for specific student populations with unique concerns as they embark on a university education, such as on-line, military or ESL. For example, military members and their families may have increased need for education on self and family mental health and finances. Students who are ESL may benefit from courses with more focus on discussion. While enrollment in these courses cannot be limited to or required for specific populations of students, the course description can help target specific populations.

Another concern regarding the UNK LOPERs GS Program is distributing the student credit hour production equitably among the colleges. As noted previously (Section III. Faculty), 75% of the GS classes are offered in CAS, with 13% in CBT, and 12% in COE. This is an ongoing challenge, not just at UNK but across higher education. The First-Year Seminar (LOPER 1), Civic Competency and Engagement (LOPER 9), and Respect for Human Diversity (LOPER 10) courses are not tied to any specific academic discipline and thus are viable options to increase the distribution of the credit hours equitably among the colleges. The Oral Communication Skills (LOPER 3) and Mathematics, Statistics, and Quantitative Reasoning (LOPER 4) courses are primarily offered in CAS, but there are some courses offered in CBT. The concepts and methods of the discipline must be used in courses in LOPER 5 (Visual or Performing Arts), LOPER 6 (Humanities), LOPER 7 (Social Science), and LOPER 8 (Natural Science), which limits the extent to which these courses can be distributed across the colleges, but the GSC is open to course proposals in which the academic discipline uses the appropriate concepts and methods.

As General Studies affects all undergraduate majors and departments, there is considerable faculty interest in the GS program. As the current GS program will assess every GS course every semester, disseminating the assessment results is an area of concern and interest. Future plans include continuing the focus groups/discussions for faculty and students in the First-Year Seminar. There will also be periodic student and faculty surveys regarding the GS program. Future plans also include debriefing forums for faculty to be appraised of the assessment results.

Part of having a healthy GS Program is having sufficient courses to meet student needs. This is always challenging as overall student enrollment can vary from year to year. Thus, a sufficient number of GS classes in a specific LOPER category one year may not be sufficient the next. Of particular concern at the time of this self-study is having sufficient First-Year Seminar (LOPER 1) courses. There are also relatively few courses that have been proposed and approved for Civic Competency and Engagement (LOPER 9).. While the GSC can issue a specific call for GS course proposals, dedicating faculty teaching loads to GS courses is the responsibility of the department chairs and college Deans, and monitoring course offerings and enrollment is the responsibility of the Registrar. Ultimately, it is the SVCASA who has the responsibility to ensure that student course needs are met. All of this will require communication and cooperation between all parties involved.

Finally, as revealed by previous student and faculty surveys, too many students and faculty perceive the GS Program as "just a list of classes to be taken" rather than a structured academic program. This concern can be addressed through ongoing communication about the purpose of General Studies, which can be accomplished through enhanced explanation on the GS webpage and through communication with faculty and students about the role and purpose of General Studies in the University curriculum.

Executive Summary of Future Directions

The University of Nebraska at Kearney is committed to offering a quality General Studies program that is grounded in academic disciplines and that provides students with foundational skills to help guide them through their academic, career, and life endeavors. Students are exposed to a variety of disciplines and skill sets that help prepare them to be productive citizens in a multicultural and democratic society.

General Studies is housed in the Office of Academic Affairs under Senior Vice Chancellor Charlie Bicak. In 2018, Dr. Bicak appointed Dr. Mark Ellis, Dean of Graduate Studies and Academic Outreach, to represent him on the GS Council. Dr. Ellis attends all council meetings, meets with the director, and is the liaison between the SVCAA and the council. The GS Council is comprised of representatives from each of the academic colleges and the library. Dr. Greg Brown from the Department of Kinesiology and Sports Sciences, serves as the Director of the GS Council. Dr. Brown is provided with a course release and a stipend for his services. He reports directly to Dean Ellis. The Council meets monthly during the academic year and serves as the voice of the faculty in all matters related to General Studies. The Office of Academic Affairs will continue to provide funding and support for the Director's position.

UNK has been through several GS revisions in the last twenty years. This APR will straddle two different GS programs due to the recent revisions and introduction of a new program. The current GS program was launched in Fall 2020 after several years of work by the General Studies Council. With a charge and guidance from the Senior Vice Chancellor for Academic Affairs and input from faculty, the General Studies Council crafted a 30-31 hour program. Known as the LOPERs program, it is comprised of 11 categories that include foundational skills, discipline specific courses, and course on respect for diversity, civic competency, and wellness.

The LOPERs program has several strengths that we expect will improve the undergraduate experience and increase enrollment. First, with a single GS program at UNK, students can more easily move between majors and colleges. This will ensure that students can still graduate in a timely manner even when changing majors. Another strength is that the majority of general studies courses are taught by tenure or tenure-track faculty. Students are being taught by some of the best teachers on campus in their General Studies courses. Transfer students also benefit from the new LOPER GS program. To allow for a smooth transition into UNK's academic programs, we now accept the Associates degree as having met the GS requirements. While it is too early to tell, we expect that this will increase the number of transfer students at UNK. UNK is committed to diversity and inclusion and places focus on this through LOPER 10 (Respect for Human Diversity) to prioritize this important issue. Graduating productive and civic-minded citizens is another important concern and is the theme of LOPER 9. The LOPERs program has also made it

easier for students to explore multiple disciplines through electives or via a second major or minors. The 30-31 hour program allows UNK's students to more easily complete two majors or multiple minors, better preparing for their future careers.

The General Studies Council has a robust assessment plan that ensures that all general studies courses are meeting the prescribed learning outcomes. In the Fall 2021 semester, the General Studies Council conducted interviews and exit surveys with faculty and students who taught and took the LOPER 1 first-year seminar. Moving forward, the GS Council will continue to gather feedback from faculty and students to make improvements to the first-year seminar specifically and the GS program generally. Academic Affairs will continue to support conference attendance for the GS director and interested GS Council members to ensure that those directly involved with the GS program are well-informed of trends and best practices.

The General Studies program has met with early success. As the GS Council continues its work in populating the LOPER categories within the program, key considerations for the future stand out. First, is the importance of ensuring an integrated approach, notably in LOPER 1. It is critical for students and faculty alike to understand the connectedness across academic disciplines as it informs the curriculum. Second, is the continued recognition of the need for regular assessment of an inquiry-based approach to the GS curriculum. That is, one that promotes critical thinking. An overarching outcome from the GS Program for students ought to be the capability to effectively think about life's large questions: who am I?, what do I care about? How do I want to live? What do I want to accomplish in life? Third, is the importance of coupling the GS Program to workforce need and demand; less in terms of a focus on specific jobs and more in terms of understanding professional contributions our graduating students can make for the betterment of society.

The LOPERs program is only in its third semester of existence but the UNK community is enthusiastic about learning how we might make improvements. We at UNK will continue to review and assess the GS program through its assessment plan and through faculty / student feedback. We know that this APR will provide guidance on ways to improve the current LOPERs General Studies program.

Appendix A: GS Governance Document

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 each (from different departments) from the College of Education and the College of Business and Technology; six tenured faculty members (from different departments) with a minimum of one faculty member and a maximum of two faculty members from each of the four divisions of the College of Arts and Sciences (the four divisions are: Natural Sciences, Social Sciences, Humanities, and Communication and Fine and Performing Arts)
  - Nomination process determined by the individual Colleges; two nominees from each College, selection made by SVCASA in consultation with the Director of General Studies
  - Three-year staggered terms
  - Faculty members finishing a complete three year term may succeed themselves only once
- One faculty member holding the rank of senior lecturer, tenure track, or tenured from the Library
  - Nomination process determined by the Library; two nominees from the Library, selection made by SVCASA in consultation with the Director of General Studies
  - Three-year term
  - Faculty members may succeed themselves only once

2. Non-voting Members

- One junior or senior undergraduate student
  - Nominated by Student Senate
  - Rotated among the three Colleges
  - One-year term

- 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.
- The student representative to the General Studies Council will
    I. Provide a monthly update to the student senate on actions of the General Studies Council
    II. Convey any concerns regarding the General Studies Program from the student senate to the General Studies Council
    III. Work with the Director of General Studies to solicit and evaluate student nominations for faculty members to be recognized for excellence in teaching General Studies courses

- All *Ex Officio* Members
    - Director of General Studies (Chair of GSC)
    - Registrar or representative of the Registrar's Office
    - Director of Assessment or representative of the Assessment Office
    - Director of Academic Advising and Career Development or representative.

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 one vote from CBT, one vote from COE, and one vote each from at from least two divisions of CAS
    - The Director or a council member may request a ballot vote. Ballot will be used with consensus of council.
    - 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 (as outlined in I.B.3.) and distributed for campus wide comment for at least two weeks. Changes may then be made by the GSC, and the proposal is forwarded to the SVCASA for final approval.

II. Duties of GSC

A. Develop procedures for evaluating GS courses

B. Approving or rejecting GS course proposals

C. Assessment of student achievement and other aspects of GS program

D. Establishing and reviewing GS waiver mechanisms

E. Regularly reviewing GS program structure and objectives

F. Reporting to SVCASA and Faculty Senate Academic Affairs Committee

G. Establishing policies with regard to the scheduling of GS courses, especially those unique to GS

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 in accord with the offering policies established by the GSC

C. Facilitating development of GS offerings

D. Facilitating assessment of GS program

E. Reporting on behalf of GSC to SVCASA, 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
- Faculty Senate
- University Archives

H. Work with the student member of the General Studies council to solicit and evaluate student nominations for faculty members to be recognized for excellence in teaching General Studies courses.

IV. Student Appeals

A. The appeals process is intended to be used only for courses that do not have an equivalent transfer course at UNK.

B. The Registrar's Office determines and verifies whether General Studies requirements have been met by individual students.

C. 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.

D. 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.

E. 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.

F. The student may appeal the decision of the GSC by submitting a written request to the SVCASA to review the decision. The Director of General Studies will then forward the decision of the Council to the SVCASA.

V. Approval of Courses

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

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 to which an existing GS course is assigned

1. The course must be an active UNK offering.

2. The author of the course proposal must provide a written explicit description of the course detailing how it meets the established General

Studies criteria at both the program and category level. The proposal must include the following (available on the ORG General Studies for Faculty Canvas page):

1. Part 1: Course Proposal Checklist
2. Part 2: Course Information
3. Part 3: Course Syllabus

3. Simultaneous to submission to the GSC, courses must be submitted through the CIM system for inclusion in the General Studies Program.
4. Authors of course proposals must meet with one of their college representatives on the GSC to review the checklist of required elements. The proposed course must then be submitted to the Director of General Studies. If a college representative has reviewed the course then it will be included 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. If the course meets established criteria, then the Council will vote to disseminate the proposal to campus. Upon approval, the Director of General Studies disseminates the proposal for campus comments for a minimum of two weeks.
3. The Council will vote on the proposal at the next regularly scheduled meeting.

C. The Council's decision will be forwarded to the SVCASA for final approval. Actions are recorded in the minutes and disseminated to the campus

D. Course approvals will go into effect the following fall semester. First Year Seminar courses take effect the next available term if all departments have a previously approved -126 course for the appropriate prefix(es).

E. The GSC, when it perceives a need, may put out calls for courses in specific areas.

VI. Program Changes

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

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 the General Studies Program may be initiated by the SVCASA, GSC or another academic governing body (College or Faculty Senate). Changes to the General Studies Program may be major or minor changes.

1. Examples of major changes include changes to the total program required hours, hours required in any GS category,

addition or elimination of any GS category, changes to the composition of the GSC, revisions to the duties of GSC members, or other changes as approved by the council as major changes

2. Examples of minor changes include changes to the learning outcomes, assessment rubrics, , or other changes as approved by the council as minor changes.

B. Procedures for approving major changes

1. Proposals for a major change must include a detailed written description of the proposed change and a rationale supporting the reason for the change.

   - The proposer must submit the proposal through an appropriate college Council representative(s)

   1. 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.

   2. Procedures for review and approval described in section V. B2 will be followed.

2. Proposals for major changes approved by the GSC (section I. B3) must then be simultaneously forwarded to the college Educational Policy/Academic Affairs committees, the Faculty Senate Academic Affairs committee, and for general campus comments 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 30 days in order to be considered by the Council. Any proposal not returned by the 30 day deadline will be considered to be an approval by that body.

3. If the proposal for a major change is approved by vote of the GSC (section 1. B3), the proposal will be sent to the college educational policy/academic affairs committees to conduct an election within the next two weeks.

   - The relevant College committees will conduct an election by their eligible faculty. Eligibility to vote is determined by the constitution of each College. An affirmative vote by a simple majority of eligible voting faculty in each of the three Colleges for recommendation of the major change to the GS program to the SVCASA, who makes the final decision.

C. Procedures for approving minor changes

1. Proposals for a minor change must include a detailed written description of the proposed change and a rationale supporting the reason for the change.
   - The proposer must submit the proposal through an appropriate college 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. C2 will be followed.
2. If the proposal is approved, then the Council will vote to disseminate the proposal to campus. Upon approval, the Director of General Studies disseminates the proposal for campus comments for a minimum of two weeks.
   - The GSC will review the comments and take them into consideration to amend, approve, or reject the proposal.
   - The Council will vote on the proposal at the next regularly scheduled meeting.
   - The Council's decision will be forwarded to the SVCASA for final approval. Actions are recorded in the minutes and disseminated to the campus.

3. Approved changes in the General Studies Program will go into effect for the next catalog year.

VII. College GS Requirements

A. Colleges may specify courses that their majors must take within the GS program. First Year Seminar courses may not be listed as required or elective courses for any program (major, minor, etc.).

B. Colleges are encouraged to accommodate those students who change majors.

C. GS Requirements must appear in the catalog.

Appendix B: LOPERs General Studies Program Course Submission Instructions and Syllabus Guidelines

GSC approval: 3 September 2020

This document describes the approval process, submission procedures, and evaluation criteria used by the General Studies Council (GSC) to evaluate courses for inclusion in UNK's LOPERs General Studies Program.

Course Approval Process

Course proposals are submitted electronically to the Director of General Studies (general.studies@unk.edu). Course proposals are presented to the Council at a regularly scheduled meeting. If the course meets established criteria, then the Council votes to approve dissemination of the proposal to campus; if not, the Council can either reject the proposal or return it for revision and resubmission. Upon approval for dissemination, the Director of General Studies posts the proposal on the General Studies for Faculty Canvas organization, inviting campus comments on the proposal via discussion forum for a minimum of two weeks. The Council then votes on the proposal at the next regularly scheduled meeting. Council-approved proposals are forwarded to the SVCASA for final approval. Approved courses go into effect in the following academic catalog (the next fall semester). (Retroactive credit may be granted to students for courses approved for the LOPERs Program during the 2020-21 academic year at the discretion of the UNK Registrar.)

Note: the course approval process takes time. To facilitate the process, make sure submitted proposals are complete and allow adequate time for revisions. Departments are strongly encouraged to consult with a General Studies Council member from their college or division during preparation of a proposal. Departments must have a General Studies Council member review their completed proposal prior to its submission.

Course Submission Procedures

Course proposals consist of three parts: **Part 1: Course Proposal Checklist**; **Part 2: Course Information**; and **Part 3: Course Syllabus**. *The course proposal must be reviewed by a Council member from the relevant college prior to its submission*.

Completed proposals must be submitted electronically to the General Studies Office (general.studies@unk.edu); an incomplete proposal will be returned to the submitter. Please use Word file format for all proposals.

Departments should use the Course Proposal Checklist (below) to verify that their proposal includes all the required information; the completed checklist must be signed by the reviewing GSC member and submitted with Parts 2 and 3 of the proposal.

Part 1: Course Proposal Checklist

Note: Checkmark boxes in the table below can be marked electronically. Marking "yes" affirms that Parts 2 and 3 of your proposal include the required information and that information is complete.

Have a Council member from your college review the proposal and sign the checklist, confirming that the proposal is complete. Include the signed checklist with Parts 2 and 3 of your proposal when you submit it.

Proposal includes required Course Information (Part 2):	**Yes**
Basic course information (prefix, number, title, and credit hrs.; catalog description)	☐
Proposing department and contact person	☐
Type of GS course: ☐ Existing course, new to GS; OR ☐ Newly-created course[1]	
Department assurance that all sections will be taught consistent with submitted syllabus	☐
Department assurance that all sections will meet all LOPER category learning outcomes	☐
Department assurance that all instructors will participate in GS Program assessment	☐
LOPER category (or categories, where applicable)	☐
Learning outcomes for LOPER category (or categories, where applicable)	☐
Detailed explanation / evidence of how course will achieve the learning outcomes	☐
Proposal includes Course Syllabus with required contents (Part 3):	**Yes**
Syllabus includes all required Basic Course Information[2]	☐
Syllabus includes all required General Studies Program Information	☐
Syllabus includes all required Course and University Policy Information[3]	☐

[1] For a newly-created course, the proposal also must include documentation of submission for approval through the Academic Affairs process.

[2] The submitted syllabus may use headings or spaces for instructor-specific information and omit those details.

[3] The submitted syllabus should include examples of the course policies that are required to be included in a syllabus, but it should indicate which of those are instructor-specific and which are common to all sections/instructors of the course.

College GS Council member reviewing the proposal:
Name (please print):
Signature:

Part 2: Course Information

A. **Basic submission information:**
   1. Course prefix and number
   2. Course title
   3. Credit hours
   4. Catalog description
   5. Department or program that is proposing the course's inclusion in the GS Program
   6. Contact person (and their contact information)
   7. Indicate if the proposed course is:
      a. An existing UNK course that is being proposed for addition to the GS Program (include current GS courses being proposed for cross-listing in an additional LOPER category or to move to a different LOPER category), or
      b. A newly-created course (NOTE: For a newly-created course, the proposal also must include documentation of submission for approval through the Academic Affairs process. The Council will not vote on final approval of a new course until it has been approved by the FS Academic Affairs Committee.)

B. **Department assurance statements:**
   The Council relies on chairs and departments to act in good faith in delivering General Studies courses once they are approved for inclusion in the Program. The Council also depends on instructors (including visiting and adjunct faculty) to cooperate in collecting and reporting data on student performance, and to provide the Council with information on how their GS courses are being taught, so the Council can assess the Program's effectiveness.

   Accordingly, we require that the proposal includes assurances from the department on all of the following:

   1. *All sections of the course will be taught in a manner consistent with the submitted syllabus*. Reasonable instructor freedom to select assigned texts/materials, craft assignments, and adopt their own course policies is, of course, permitted.
   2. *All sections of the course will meet all learning outcomes for the LOPER category* (or categories, where applicable) for which the course is approved.
   3. *All instructors will participate in GS Program assessment*. Courses approved to meet LOPER categories will be scheduled for assessment in rotating semesters; this schedule will be announced to campus and posted on the General Studies for Faculty Canvas organization. Instructors are responsible to collect the requested data and report it to the GS Director by the established deadline. Instructors also are responsible to submit their GS course syllabi to the Council upon request.

C. **Suitability for the GS Program:**
   1. Indicate for which LOPER category the course is being proposed. Courses in the Broad Knowledge categories (LOPERs 5-8) may propose to be cross-listed for LOPER 9 or for

LOPER 10 (e.g., count for both LOPER 7 and LOPER 9), if the course content satisfies all the relevant learning outcomes (*see Appendix for learning outcomes*).

LOPER 1: First-Year Seminar

LOPER 2: Writing Skills

LOPER 3: Oral Communication Skills

LOPER 4: Mathematics, Statistics, and Quantitative Reasoning

LOPER 5: Visual or Performing Arts

LOPER 6: Humanities

LOPER 7: Social Science

LOPER 8: Natural Science

LOPER 9: Civic Competency & Engagement

LOPER 10: Respect for Human Diversity

LOPER 11: Wellness

2. List the learning outcomes for the LOPER category (or categories, where applicable) (*see Appendix*).

3. Explain clearly and in detail how the course meets each learning outcome and how student achievement of those outcomes will be demonstrated. In other words, specify the course contents and the types of activities and assignments that enable students to develop and to exhibit the applicable skills, knowledge, and/or dispositions. To obtain approval, a course must meet all learning outcomes for its LOPER category (or categories, where applicable).

Part 3: Course Syllabus

All GS course syllabi must include, at minimum, the following information.

Basic Course Information Required:

NOTE: The submitted syllabus may use headings or spaces for section- or instructor-specific information and omit those details.

Course identifiers:

- Course prefix, number (include section number, where applicable), and title
- Class meeting time and place

Instructor information:

- Instructor name
- Instructor contacts (office location, phone number, and e-mail address)
- Instructor office hours

Course information:

- Required text / course materials (to be purchased or made available on Canvas?)
- Course prerequisites (where applicable)
- Course description (from the undergraduate catalog)

General Studies Program Information Required:

- A statement that the course is a General Studies course, including **its LOPER category** (e.g., HIST 210 is a General Studies course that meets the LOPER 6 (Humanities) broad knowledge requirement).
- The **purpose statement** for General Studies (*see Appendix*)
- The **program objective** for the course's LOPER category (*see Appendix*)
- The specific **learning outcomes** for the course's LOPER category (*see Appendix*).
- An **explanation of how the course enables students to achieve those learning outcomes**. In other words, link the abstract outcomes to the course's activities and assignments (e.g., [Outcomes a-b] will be achieved by finding sources and summarizing their arguments in the assigned research paper).

Course and University Policy Information Required:

NOTE: The submitted syllabus should include examples of the course policies that are required to be included in a syllabus, but it should indicate which of those are instructor-specific and which are common to all sections/instructors of the course.

- **Course outline:** include a tentative schedule of exams, major assignments, and events such as papers, projects, field trips, and presentations.
- **Grading information**: include both the components of the course grade and their weights, and the grading scale for course grades, specifying how many points or what percentage is required for each letter grade.
- **Course policy / expectations**: include attendance, class participation, late assignments, and conduct. Instructor policies on e-mail communications and use of technology in the classroom are recommended but not required.
- **Academic integrity:** include at least a reference or link to UNK's Academic Integrity policy and state the instructor's policy/penalties for academic dishonesty.
- **Other University policy statements**: include reasonable accommodations for students with disabilities and those who are pregnant; reporting sexual harassment, sexual violence or sexual assault; and diversity & inclusion. (Update as needed each semester to include the latest policy statements.)

Evaluation Criteria

The General Studies Council will evaluate proposals based on the following considerations:

- Does the proposal include all the required parts and information in sufficient detail for the Council to determine the course's suitability for inclusion in the LOPERs Program?
- Is the course appropriate for new learners and non-majors?
- Is the course being proposed from an appropriate academic discipline for that LOPER category?
- Does the proposal establish that students who take the course will be able to achieve the applicable learning outcomes?
- Does the syllabus communicate to students the LOPER learning outcomes for the course, how they will be achieved, and how the course fits into the General Studies Program as a whole?

APPENDIX: LOPERs General Studies Program Categories & Learning Outcomes

NOTE: Courses must meet all learning outcomes in their category

Purpose of General Studies: The UNK LOPERs General Studies Program helps students to develop core academic skills in collecting and using information, communications in speech and writing, and quantitative reasoning (LOPERs 1-4); to acquire broad knowledge in a variety of disciplines across the arts, humanities, social sciences, and natural sciences (LOPERs 5-8); and to instill dispositions that prepare students to lead responsible and productive lives in a democratic, multicultural society (LOPERs 9-11).

FOUNDATIONAL REQUIREMENTS (LOPERs 1-4):

Program Objective: Courses are designed for students to develop core academic skills in collecting and using information, communications in speech and writing, and quantitative reasoning.

LOPER 1 (First-Year Seminar) Learning Outcomes

a. Can locate and select appropriate sources of information (to include information important to academic and professional success)

b. Can discern a source's argument or purpose and audience

c. Can summarize a source's main points accurately and fairly

d. Can evaluate and use sources appropriately and responsibly

e. Can integrate information from multiple sources and contrasting viewpoints

LOPER 2 (Writing Skills) Learning Outcomes

a. Can discern a writer's argument or purpose

b. Can evaluate and use sources appropriately and responsibly

c. Can use context-appropriate conventions in writing

d. Can communicate in a manner appropriate to audience and context

LOPER 3 (Oral Communication Skills) Learning Outcomes

a. Can discern a speaker's argument or purpose

b. Can evaluate and use sources appropriately and responsibly

c. Can use context-appropriate conventions in speech and non-verbal expressions

d. Can form and support a coherent position

e. Can communicate in a manner appropriate to audience and context

LOPER 4 (Mathematics, Statistics, and Quantitative Reasoning) Learning Outcomes

a. Can describe problems using mathematical, statistical, or programming language

b. Can solve problems using mathematical, statistical, or programming techniques

c. Can construct logical arguments using mathematical, statistical, or programming concepts

d. Can interpret and express numerical data or graphical information using mathematical, statistical, or programming concepts and methods

BROAD KNOWLEDGE REQUIREMENTS (LOPERs 5-8):

Program Objective: Courses are designed for students to acquire broad knowledge in a variety of disciplines across the arts, humanities, social and natural sciences.

LOPER 5 (Visual or Performing Arts) Learning Outcomes

Students can: Evaluate and/or create cultural products in a discipline of the visual or performing arts

a. Can interpret a work of art within its cultural or historical context

b. Can characterize and evaluate a work of art using concepts appropriate to its medium

c. Can distinguish between works of art from various schools, time periods, and/or cultures

d. Can articulate the significance of the arts for themselves or for society

LOPER 6 (Humanities) Learning Outcomes

Students can: Explain and evaluate ideas and/or social and cultural conditions using the concepts and methods in a humanities discipline

a. Can analyze primary sources appropriate to the humanities discipline

b. Can compare and contrast theories, narratives, or social/cultural conditions

c. Can make and support an argument about the human experience

d. Can articulate the significance of the humanities for themselves or for society

LOPER 7 (Social Science) Learning Outcomes

Students can: Explain and evaluate human behavior and/or social systems using the concepts and methods in a social science discipline

a. Can use the discipline's concepts and methods to explain human behavior and/or social systems

b. Can investigate problems and analyze evidence using the discipline's concepts and methods

c. Can make and support an argument about human behavior or social systems using social-scientific evidence

d. Can articulate the significance of social scientific knowledge for themselves or for society

LOPER 8 (Natural Science) Learning Outcomes

Students can: Solve problems and evaluate conclusions using the concepts and methods in a natural science discipline (may include a lab component)

a. Can use the discipline's concepts and methods to explain natural or physical phenomena

b. Can investigate problems and analyze evidence using appropriate scientific methodology

c. Can make and support an argument based on sound scientific principles

d. Can articulate the significance of scientific knowledge for themselves or for society

DISPOSITIONAL REQUIREMENTS (LOPERs 9-11):

Program Objective: Courses are designed to instill dispositions that prepare students to lead responsible and productive lives in a democratic, multicultural society.

LOPER 9 (Civic Competency & Engagement) Learning Outcomes

a. Can identify issues of public or community concern and problems or challenges posed by lack of civic competency and engagement.

b. Can gather and evaluate sufficient and reliable information about issues of public concern and have the knowledge and skills to make reasonable judgements and decisions about them

c. Can evaluate practices and decisions for their civic consequences

d. Can articulate the importance of community service and civic engagement to address issues of public or community concern

LOPER 10 (Respect for Human Diversity) Learning Outcomes

a. Can describe the nature and consequences of human diversity

b. Can gather and evaluate information important for relating to diverse populations

c. Can evaluate practices and decisions for their impacts on inequality or inclusivity

d. Can articulate the significance of human diversity for themselves or for society

LOPER 11 (Wellness) Learning Outcomes

a. Can articulate the importance of the eight domains of wellness (emotional, spiritual, intellectual, physical, environmental, financial, occupational, and social wellness).

b. Can describe the impact of social factors, and personal decisions and behaviors, on wellness.

c. Can gather and evaluate information about wellness and apply to personal behavior choices or decisions.

d. Can integrate information from multiple sources and contrasting viewpoints to make an informed and educated decision regarding wellness.

LOPERs General Studies Program

Guidelines for General Studies Course Syllabi

GSC approval: 3 September 20202

All GS course syllabi must include, at minimum, the following information.

Basic Course Information Required:

Course identifiers:

- Course prefix, number (include section number, where applicable), and title
- Class meeting time and place

Instructor information:

- Instructor name
- Instructor contacts (office location, phone number, and e-mail address)
- Instructor office hours

Course information:

- Required text / course materials (to be purchased or made available on Canvas?)
- Course prerequisites (where applicable)
- Course description (from the undergraduate catalog)

General Studies Program Information Required:

- A statement that the course is a General Studies course, including **its LOPER category** (e.g., HIST 210 is a General Studies course that meets the LOPER 6 (Humanities) broad knowledge requirement).
- The **purpose statement** for General Studies (*see Appendix*)
- The **program objective** for the course's LOPER category (*see Appendix*)
- The specific **learning outcomes** for the course's LOPER category (*see Appendix*).
- An **explanation of how the course enables students to achieve those learning outcomes**. In other words, link the abstract outcomes to the course's activities and assignments (e.g., [Outcomes a-b] will be achieved by finding sources and summarizing their arguments in the assigned research paper).

Course and University Policy Information Required:

- **Course outline:** include a tentative schedule of exams, major assignments, and events such as papers, projects, field trips, and presentations.

- **Grading information**: include both the components of the course grade and their weights, and the grading scale for course grades, specifying how many points or what percentage is required for each letter grade.
- **Course policy / expectations**: include attendance, class participation, late assignments, and conduct. Instructor policies on e-mail communications and use of technology in the classroom are recommended but not required.
- **Academic integrity:** include at least a reference or link to UNK's Academic Integrity policy and state the instructor's policy/penalties for academic dishonesty.
- **Other University policy statements**: include reasonable accommodations for students with disabilities and those who are pregnant; reporting sexual harassment, sexual violence or sexual assault; and diversity & inclusion. (Update as needed each semester to include the latest policy statements.)

APPENDIX: LOPERs General Studies Program Categories & Learning Outcomes

NOTE: Courses must meet all learning outcomes in their category

Purpose of General Studies: The UNK LOPERs General Studies Program helps students to develop core academic skills in collecting and using information, communications in speech and writing, and quantitative reasoning (LOPERs 1-4); to acquire broad knowledge in a variety of disciplines across the arts, humanities, social sciences, and natural sciences (LOPERs 5-8); and to instill dispositions that prepare students to lead responsible and productive lives in a democratic, multicultural society (LOPERs 9-11).

FOUNDATIONAL REQUIREMENTS (LOPERs 1-4):

Program Objective: Courses are designed for students to develop core academic skills in collecting and using information, communications in speech and writing, and quantitative reasoning.

LOPER 1 (First-Year Seminar) Learning Outcomes

a. Can locate and select appropriate sources of information (to include information important to academic and professional success)

b. Can discern a source's argument or purpose and audience

c. Can summarize a source's main points accurately and fairly

d. Can evaluate and use sources appropriately and responsibly

e. Can integrate information from multiple sources and contrasting viewpoints

LOPER 2 (Writing Skills) Learning Outcomes

a. Can discern a writer's argument or purpose

b. Can evaluate and use sources appropriately and responsibly

c. Can use context-appropriate conventions in writing

d. Can communicate in a manner appropriate to audience and context

LOPER 3 (Oral Communication Skills) Learning Outcomes

a. Can discern a speaker's argument or purpose

b. Can evaluate and use sources appropriately and responsibly

c. Can use context-appropriate conventions in speech and non-verbal expressions

d. Can form and support a coherent position

e. Can communicate in a manner appropriate to audience and context

LOPER 4 (Mathematics, Statistics, and Quantitative Reasoning) Learning Outcomes

a. Can describe problems using mathematical, statistical, or programming language

b. Can solve problems using mathematical, statistical, or programming techniques

c. Can construct logical arguments using mathematical, statistical, or programming concepts

d. Can interpret and express numerical data or graphical information using mathematical, statistical, or programming concepts and methods

BROAD KNOWLEDGE REQUIREMENTS (LOPERs 5-8):

Program Objective: Courses are designed for students to acquire broad knowledge in a variety of disciplines across the arts, humanities, social and natural sciences.

LOPER 5 (Visual or Performing Arts) Learning Outcomes

Students can: Evaluate and/or create cultural products in a discipline of the visual or performing arts

a. Can interpret a work of art within its cultural or historical context

b. Can characterize and evaluate a work of art using concepts appropriate to its medium

c. Can distinguish between works of art from various schools, time periods, and/or cultures

d. Can articulate the significance of the arts for themselves or for society

LOPER 6 (Humanities) Learning Outcomes

Students can: Explain and evaluate ideas and/or social and cultural conditions using the concepts and methods in a humanities discipline

a. Can analyze primary sources appropriate to the humanities discipline

b. Can compare and contrast theories, narratives, or social/cultural conditions

c. Can make and support an argument about the human experience

d. Can articulate the significance of the humanities for themselves or for society

LOPER 7 (Social Science) Learning Outcomes

Students can: Explain and evaluate human behavior and/or social systems using the concepts and methods in a social science discipline

a. Can use the discipline's concepts and methods to explain human behavior and/or social systems

b. Can investigate problems and analyze evidence using the discipline's concepts and methods

c. Can make and support an argument about human behavior or social systems using social-scientific evidence

d. Can articulate the significance of social scientific knowledge for themselves or for society

LOPER 8 (Natural Science) Learning Outcomes

Students can: Solve problems and evaluate conclusions using the concepts and methods in a natural science discipline (may include a lab component)

a. Can use the discipline's concepts and methods to explain natural or physical phenomena

b. Can investigate problems and analyze evidence using appropriate scientific methodology

c. Can make and support an argument based on sound scientific principles

d. Can articulate the significance of scientific knowledge for themselves or for society

DISPOSITIONAL REQUIREMENTS (LOPERs 9-11):

Program Objective: Courses are designed to instill dispositions that prepare students to lead responsible and productive lives in a democratic, multicultural society.

LOPER 9 (Civic Competency & Engagement) Learning Outcomes

a. Can identify issues of public or community concern and problems or challenges posed by lack of civic competency and engagement.

b. Can gather and evaluate sufficient and reliable information about issues of public concern and have the knowledge and skills to make reasonable judgements and decisions about them

c. Can evaluate practices and decisions for their civic consequences

d. Can articulate the importance of community service and civic engagement to address issues of public or community concern

LOPER 10 (Respect for Human Diversity) Learning Outcomes

a. Can describe the nature and consequences of human diversity

b. Can gather and evaluate information important for relating to diverse populations

c. Can evaluate practices and decisions for their impacts on inequality or inclusivity

d. Can articulate the significance of human diversity for themselves or for society

LOPER 11 (Wellness) Learning Outcomes

a. Can articulate the importance of the eight domains of wellness (emotional, spiritual, intellectual, physical, environmental, financial, occupational, and social wellness).

b. Can describe the impact of social factors, and personal decisions and behaviors, on wellness.

c. Can gather and evaluate information about wellness and apply to personal behavior choices or decisions.

d. Can integrate information from multiple sources and contrasting viewpoints to make an informed and educated decision regarding wellness.

Appendix C: Program Comparisons

Institution	Minimum Total Hours	Minimum Hours Written Communication	Minimum Hours Oral Communication	Minimum Hours Mathematics and Quantitative Reasoning	Minimum Hours in Natural Sciences	Minimum Hours in Fine Arts	Minimum Hours in Social Sciences	Minimum Hours in Humanities	Minimum Hours in Wellness	Minimum Hours in Diversity	Minimum Hours in Global Perspectives	Minimum Hours in Ethics and Civics	Minimum Hours in People and Environment	Minimum Hours in Information Literacy or Critical Thinking	Minimum Hours in First Year Seminar
UNK	30	3	3	3	3	3	3	3		3		3			3
UNL	30	3	3	3	3	3	3	3		3					
UNO *	46	9	3	3	7	*	9	9		6					
Eastern Illinois University	33	6	3	3	6	3	9	3							
Emporia State University (KS)	51	6	3	3	9	3	6	6	6	6				3	
Minnesota State University Moorhead	42	3	3	3	6	3	6	3		3	3	3	3	3	
Northwest Missouri State University	44	6	3	3	7	6	6	6				6			

Pittsburg State University (KS)	35	6	3	3!	4	3		9!	4						
Shippensburg University of Pennsylvania	48	3	3	6%	9	%	18%	9		3					
University of Central Missouri #	50	6	3	3	4	3	6	6				3		2	
Western Carolina University	42	6	3	3	6	3	9&	3	3	3					3
Western Illinois University	43	6	3	**	10**	3**	9	3**	3	3					
Winona State University	40	!!	!!	3	7	3	9	3		3	3	3	3		

* Distributed model (Fundamental Skills (15 hours); Distribution Requirements (25 hours); Diversity Requirements (6 hours). 9 Hours for Humanities also includes Fine Arts.

! Math may also include philosophy/logic courses. The 9 hours in humanities really covers broad categories and are not solely in humanities but also includes some social sciences

% 3 of the 6 math hours may come from a broader category of logic, numbers, and rational thinking. 3 hours diversity is satisfied by another course in general education. 6 hours of social science must be history, 6 from economics, geography, or political sciences, 6 from social and behavioral sciences.

42 core hours + 8 hours integration with major & 9 hours in social sciences include 3 hours of history and 6 others

** 10 hours of math and natural sciences. 9 hours total for fine arts and humanities.

!! 9 hours total required in Fine Arts & Humanities. Minimum of 3 in each. Additional work required to graduate includes 6 hours writing intensive, 3 hours oral intensive, 3 hours math/stats or Critical analysis intensive, and 2 hours physical development/wellness.

During the comparison process, UNK's peer institutions as well as other general studies programs were examined. The total number of hours in these 28 general studies programs are illustrated in the Figure 1.

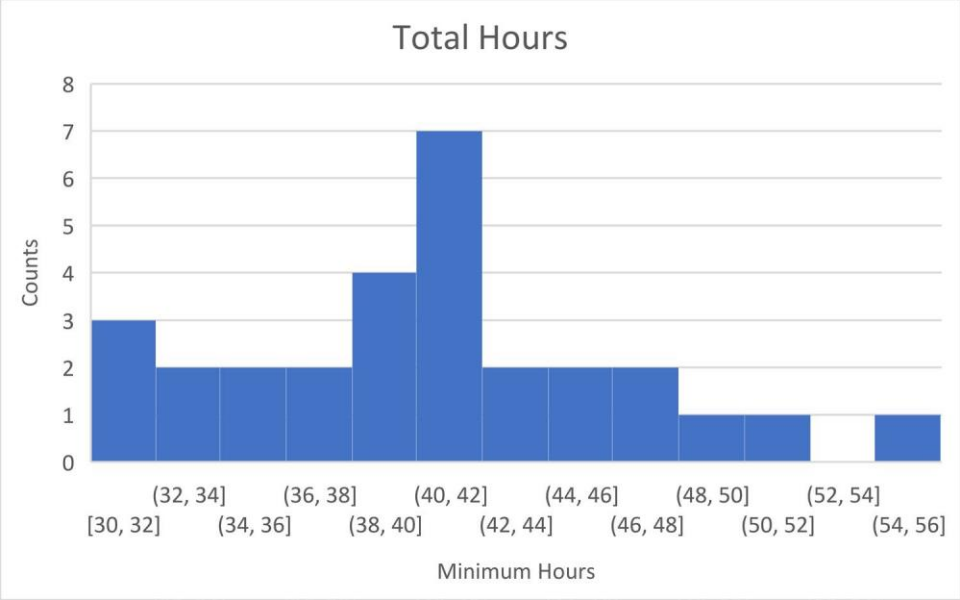


Figure 1: These are the minimum total hours required in general studies programs for UNK's peer institutions and other schools that were used in program comparisons when changes were made to the general studies program.

The minimum hours dedicated to written communication, natural sciences, social sciences, and humanities are illustrated in figures two to five. In many of these cases there are additional hours in these programs that may fall into a mix of categories.

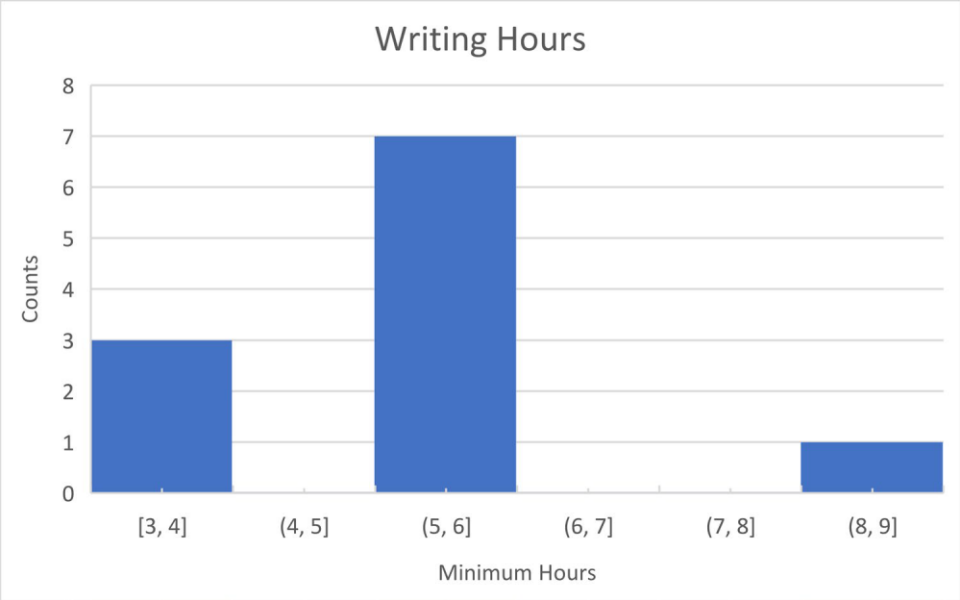


Figure 2: The minimum hours in written communication required for UNK's peer institutions. Please note that Winona is not included in this figure, as it requires six hours of writing intensive courses, but these are not included in the general studies program and are also not necessarily general English composition courses.

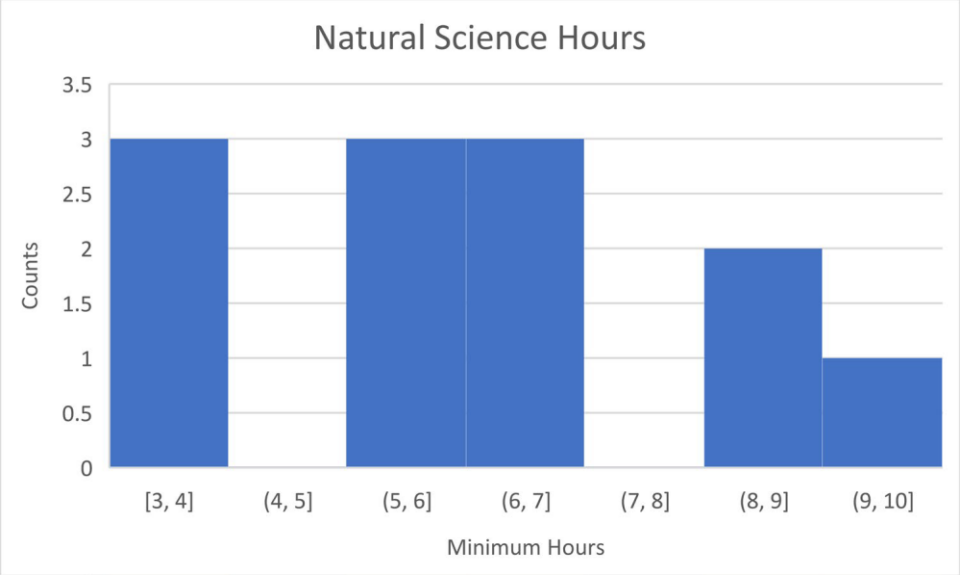


Figure 3: The minimum hours in Natural Science courses. In this case many universities required a lab based course. The most extreme data here, 10 hours, is a combined natural science and mathematics requirement at Western Illinois University.

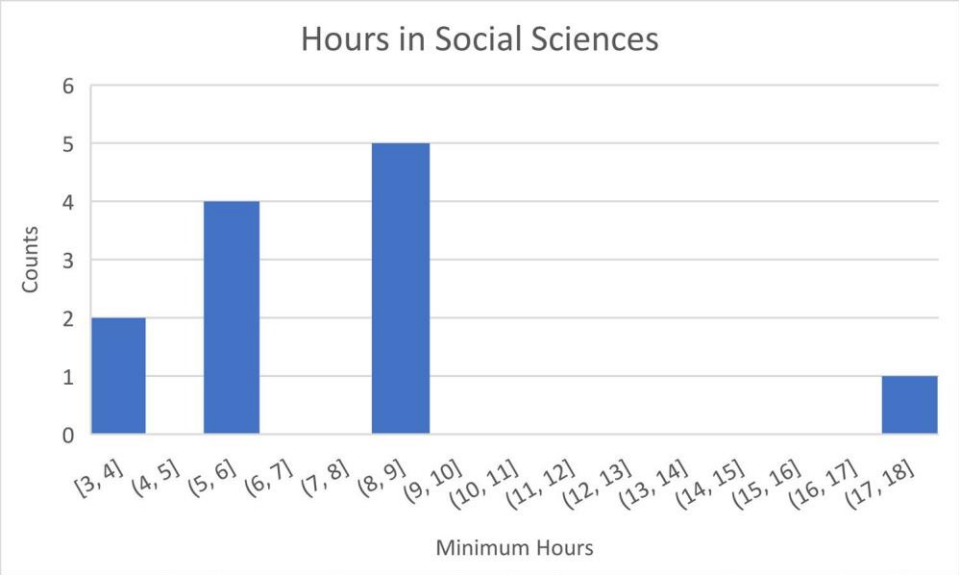


Figure 4: The minimum number of hours required in social sciences for UNK's peer institutions. The most extreme result here at 18 hours comes from Shippensburg University of Pennsylvania. In that program six hours must be history, six additional hours from economics, geography, or political sciences, and six hours from behavioral sciences.

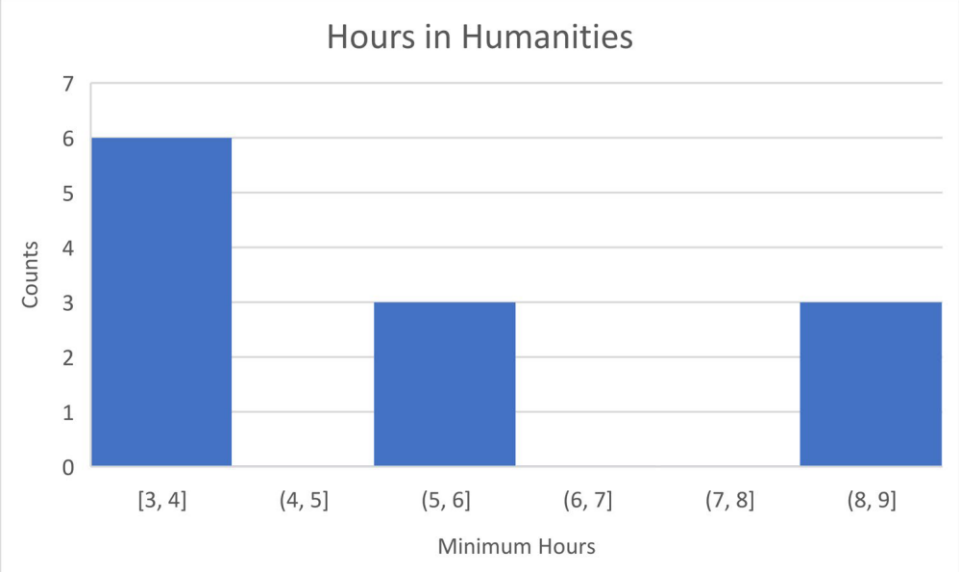


Figure 5: The minimum hours in humanities courses from UNK's peer institutions. In the cases where 9 hours are required some components of these hours may be classified as social sciences or fine arts.

Appendix D: Current GS Program Assessment Rubrics

LOPERs General Studies Course Assessment Plan and Rubrics

Assessment in the LOPERs General Studies Program is meant to be formative, to help instructors identify strengths and weaknesses in their courses. The assessment will also help the General Studies Council identify strengths and weakness in the LOPERs General Studies Program and identify courses that are exceptional or courses that need some improvement.

Starting in spring 2022, every section of every course in the LOPERs General Studies Program will be assessed every semester. The purpose of this initial assessment schedule is to rapidly develop normative numerical data for the assessment of the learning outcomes in the LOPERs General Studies Program. Courses that are 2 standard deviations above or below the mean will be considered exceptional or in need or improvement, respectively.

The following Assessment Rubrics will be provided to each instructor as an Excel File (specific to the LOPERs for their course), with the completed spreadsheet and a copy of the syllabus for the course to be returned to the Director of General Studies via email within 2 weeks of the end of semester / term. If a course meets two LOPER Program Requirements, the instructor will complete a spreadsheet for each LOPER for their class.

LOPER 1

Course Title _____

Course Number and Section _____

Instructions

All activities and assignments used for assessment must be consistent with the syllabus of record that the General Studies Council reviewed and approved.

Please indicate the number of students in your section who scored at each level (0-5) for each learning outcome.

- Each outcome assessment can be based on a different assignment
- As each outcome may be developed over the course of many assignments, using assignments from later in the semester for assessment gives more information on whether students are developing the necessary academic skills

LOPER 1 LEARNING OUTCOME RUBRIC						
Learning Outcome	0	1	2	3	4	5
1. Can locate and select appropriate sources of information (to include information important to academic and professional success)						
Please indicate the specific course activity or assignment from your course syllabus that you used for assessment of this outcome						
2. Can discern a source's argument or purpose and audience						
Please indicate the specific course activity or assignment from your course syllabus that you used for assessment of this outcome						
3. Can summarize a source's main points accurately and fairly						
Please indicate the specific course activity or assignment from your course syllabus that you used for assessment of this outcome						
4. Can evaluate and use sources appropriately and responsibly						
Please indicate the specific course activity or assignment from your course syllabus that you used for assessment of this outcome						
5. Can integrate information from multiple sources and contrasting viewpoints						
Please indicate the specific course activity or assignment from your course syllabus that you used for assessment of this outcome						

0 – Student did not complete assignment (For example, student received a grade of 0)

1 – Student completed assignment and did not meet learning objective (For example, student received a grade of F)

2 – Student completed assignment and performance was below average. (For example, student received a grade of D)

3 – Student completed assignment and demonstrated average mastery of the learning objective. Student met expectations. (For example, student received a grade of C)

4 – Student completed assignment and demonstrated above average mastery of the learning objective (For example, student received grade of B)

5 – Student completed and demonstrated exceptional mastery of the learning objective and could be used as an example for others (For example, student received grade of A)

REFLECTIVE QUESTIONS

1. Briefly discuss how your students performed relative to these learning outcomes. What went well, what didn't go as well as you might have liked?

2. What improvements do you plan to make to this course to improve student learning?

LOPER 2

Course Title _____

Course Number and Section _____

Instructions

All activities and assignments used for assessment must be consistent with the syllabus of record that the General Studies Council reviewed and approved.

Please indicate the number of students in your section who scored at each level (0-5) for each learning outcome.

- Each outcome assessment can be based on a different assignment
- As each outcome may be developed over the course of many assignments, using assignments from later in the semester for assessment gives more information on whether students are developing the necessary academic skills

LOPER 2 LEARNING OUTCOME RUBRIC						
Learning Outcome	0	1	2	3	4	5
1. Can discern a writer's argument or purpose)						
Please indicate the specific course activity or assignment from your course syllabus that you used for assessment of this outcome						
2. Can evaluate and use sources appropriately and responsibly						
Please indicate the specific course activity or assignment from your course syllabus that you used for assessment of this outcome						
3. Can use context-appropriate conventions in writing						
Please indicate the specific course activity or assignment from your course syllabus that you used for assessment of this outcome						
4. Can communicate in a manner appropriate to audience and context						
Please indicate the specific course activity or assignment from your course syllabus that you used for assessment of this outcome						

0 – Student did not complete assignment (For example, student received a grade of 0)

1 – Student completed assignment and did not meet learning objective (For example, student received a grade of F)

2 – Student completed assignment and performance was below average. (For example, student received a grade of D)

3 – Student completed assignment and demonstrated average mastery of the learning objective. Student met expectations. (For example, student received a grade of C)

4 – Student completed assignment and demonstrated above average mastery of the learning objective (For example, student received grade of B)

5 – Student completed and demonstrated exceptional mastery of the learning objective and could be used as an example for others (For example, student received grade of A)

REFLECTIVE QUESTIONS

1. Briefly discuss how your students performed relative to these learning outcomes. What went well, what didn't go as well as you might have liked?

2. What improvements do you plan to make to this course to improve student learning?

LOPER 3

Course Title _____

Course Number and Section _____

Instructions

All activities and assignments used for assessment must be consistent with the syllabus of record that the General Studies Council reviewed and approved.

Please indicate the number of students in your section who scored at each level (0-5) for each learning outcome.

- Each outcome assessment can be based on a different assignment
- As each outcome may be developed over the course of many assignments, using assignments from later in the semester for assessment gives more information on whether students are developing the necessary academic skills

LOPER 3 LEARNING OUTCOME RUBRIC						
Learning Outcome	0	1	2	3	4	5
1. Can discern a speaker's argument or purpose						
Please indicate the specific course activity or assignment from your course syllabus that you used for assessment of this outcome						
2. Can evaluate and use sources appropriately and responsibly						
Please indicate the specific course activity or assignment from your course syllabus that you used for assessment of this outcome						
3. Can use context-appropriate conventions in speech and non-verbal expressions						
Please indicate the specific course activity or assignment from your course syllabus that you used for assessment of this outcome						
4. Can form and support a coherent position						
Please indicate the specific course activity or assignment from your course syllabus that you used for assessment of this outcome						
5. Can communicate in a manner appropriate to audience and context						
Please indicate the specific course activity or assignment from your course syllabus that you used for assessment of this outcome						

0 – Student did not complete assignment (For example, student received a grade of 0)

1 – Student completed assignment and did not meet learning objective (For example, student received a grade of F)

2 – Student completed assignment and performance was below average. (For example, student received a grade of D)

3 – Student completed assignment and demonstrated average mastery of the learning objective. Student met expectations. (For example, student received a grade of C)

4 – Student completed assignment and demonstrated above average mastery of the learning objective (For example, student received grade of B)

5 – Student completed and demonstrated exceptional mastery of the learning objective and could be used as an example for others (For example, student received grade of A)

REFLECTIVE QUESTIONS

1. Briefly discuss how your students performed relative to these learning outcomes. What went well, what didn't go as well as you might have liked?

2. What improvements do you plan to make to this course to improve student learning?

LOPER 4

Course Title _____

Course Number and Section _____

Instructions

All activities and assignments used for assessment must be consistent with the syllabus of record that the General Studies Council reviewed and approved.

Please indicate the number of students in your section who scored at each level (0-5) for each learning outcome.

- Each outcome assessment can be based on a different assignment
- As each outcome may be developed over the course of many assignments, using assignments from later in the semester for assessment gives more information on whether students are developing the necessary academic skills

LOPER 4 LEARNING OUTCOME RUBRIC						
Learning Outcome	0	1	2	3	4	5
1. Can describe problems using mathematical, statistical, or programming language						
Please indicate the specific course activity or assignment from your course syllabus that you used for assessment of this outcome						
2. Can solve problems using mathematical, statistical, or programming techniques						
Please indicate the specific course activity or assignment from your course syllabus that you used for assessment of this outcome						
3. Can construct logical arguments using mathematical, statistical, or programming concepts						
Please indicate the specific course activity or assignment from your course syllabus that you used for assessment of this outcome						
4. Can interpret and express numerical data or graphical information using mathematical, statistical, or programming concepts and methods						
Please indicate the specific course activity or assignment from your course syllabus that you used for assessment of this outcome						

0 – Student did not complete assignment (For example, student received a grade of 0)

1 – Student completed assignment and did not meet learning objective (For example, student received a grade of F)

2 – Student completed assignment and performance was below average. (For example, student received a grade of D)

3 – Student completed assignment and demonstrated average mastery of the learning objective. Student met expectations. (For example, student received a grade of C)

4 – Student completed assignment and demonstrated above average mastery of the learning objective (For example, student received grade of B)

5 – Student completed and demonstrated exceptional mastery of the learning objective and could be used as an example for others (For example, student received grade of A)

REFLECTIVE QUESTIONS

1. Briefly discuss how your students performed relative to these learning outcomes. What went well, what didn't go as well as you might have liked?

2. What improvements do you plan to make to this course to improve student learning?

LOPER 5

Course Title _____

Course Number and Section _____

Instructions

All activities and assignments used for assessment must be consistent with the syllabus of record that the General Studies Council reviewed and approved.

Please indicate the number of students in your section who scored at each level (0-5) for each learning outcome.

- Each outcome assessment can be based on a different assignment
- As each outcome may be developed over the course of many assignments, using assignments from later in the semester for assessment gives more information on whether students are developing the necessary academic skills

LOPER 5 LEARNING OUTCOME RUBRIC						
Learning Outcome	0	1	2	3	4	5
1. Can interpret a work of art within its cultural or historical context						
Please indicate the specific course activity or assignment from your course syllabus that you used for assessment of this outcome						
2. Can characterize and evaluate a work of art using concepts appropriate to its medium						
Please indicate the specific course activity or assignment from your course syllabus that you used for assessment of this outcome						
3. Can distinguish between works of art from various schools, time periods, and/or cultures						
Please indicate the specific course activity or assignment from your course syllabus that you used for assessment of this outcome						
4. Can articulate the significance of the arts for themselves or for society						
Please indicate the specific course activity or assignment from your course syllabus that you used for assessment of this outcome						

0 – Student did not complete assignment (For example, student received a grade of 0)

1 – Student completed assignment and did not meet learning objective (For example, student received a grade of F)

2 – Student completed assignment and performance was below average. (For example, student received a grade of D)

3 – Student completed assignment and demonstrated average mastery of the learning objective. Student met expectations. (For example, student received a grade of C)

4 – Student completed assignment and demonstrated above average mastery of the learning objective (For example, student received grade of B)

5 – Student completed and demonstrated exceptional mastery of the learning objective and could be used as an example for others (For example, student received grade of A)

REFLECTIVE QUESTIONS

1. Briefly discuss how your students performed relative to these learning outcomes. What went well, what didn't go as well as you might have liked?

2. What improvements do you plan to make to this course to improve student learning?

LOPER 6

Course Title _____

Course Number and Section _____

Instructions

All activities and assignments used for assessment must be consistent with the syllabus of record that the General Studies Council reviewed and approved.

Please indicate the number of students in your section who scored at each level (0-5) for each learning outcome.

- Each outcome assessment can be based on a different assignment
- As each outcome may be developed over the course of many assignments, using assignments from later in the semester for assessment gives more information on whether students are developing the necessary academic skills

LOPER 6 LEARNING OUTCOME RUBRIC	
1. Can analyze primary sources appropriate to the humanities discipline	
Please indicate the specific course activity or assignment from your course syllabus that you used for assessment of this outcome	
2. Can compare and contrast theories, narratives, or social/cultural conditions	
Please indicate the specific course activity or assignment from your course syllabus that you used for assessment of this outcome	
3. Can make and support an argument about the human experience	
Please indicate the specific course activity or assignment from your course syllabus that you used for assessment of this outcome	
4. Can articulate the significance of the humanities for themselves or for society	
Please indicate the specific course activity or assignment from your course syllabus that you used for assessment of this outcome	

0 – Student did not complete assignment (For example, student received a grade of 0)

1 – Student completed assignment and did not meet learning objective (For example, student received a grade of F)

2 – Student completed assignment and performance was below average. (For example, student received a grade of D)

3 – Student completed assignment and demonstrated average mastery of the learning objective. Student met expectations. (For example, student received a grade of C)

4 – Student completed assignment and demonstrated above average mastery of the learning objective (For example, student received grade of B)

5 – Student completed and demonstrated exceptional mastery of the learning objective and could be used as an example for others (For example, student received grade of A)

REFLECTIVE QUESTIONS

1. Briefly discuss how your students performed relative to these learning outcomes. What went well, what didn't go as well as you might have liked?

2. What improvements do you plan to make to this course to improve student learning?

LOPER 7

Course Title _____

Course Number and Section _____

Instructions

All activities and assignments used for assessment must be consistent with the syllabus of record that the General Studies Council reviewed and approved.

Please indicate the number of students in your section who scored at each level (0-5) for each learning outcome.

- Each outcome assessment can be based on a different assignment
- As each outcome may be developed over the course of many assignments, using assignments from later in the semester for assessment gives more information on whether students are developing the necessary academic skills

LOPER 7 LEARNING OUTCOME RUBRIC						
Learning Outcome	0	1	2	3	4	5
1. Can use the discipline's concepts and methods to explain human behavior and/or social systems						
Please indicate the specific course activity or assignment from your course syllabus that you used for assessment of this outcome						
2. Can investigate problems and analyze evidence using the discipline's concepts and methods						
Please indicate the specific course activity or assignment from your course syllabus that you used for assessment of this outcome						
3. Can make and support an argument about human behavior or social systems using social-scientific evidence						
Please indicate the specific course activity or assignment from your course syllabus that you used for assessment of this outcome						
4. Can articulate the significance of social scientific knowledge for themselves or for society						
Please indicate the specific course activity or assignment from your course syllabus that you used for assessment of this outcome						

0 – Student did not complete assignment (For example, student received a grade of 0)

1 – Student completed assignment and did not meet learning objective (For example, student received a grade of F)

2 – Student completed assignment and performance was below average. (For example, student received a grade of D)

3 – Student completed assignment and demonstrated average mastery of the learning objective. Student met expectations. (For example, student received a grade of C)

4 – Student completed assignment and demonstrated above average mastery of the learning objective (For example, student received grade of B)

5 – Student completed and demonstrated exceptional mastery of the learning objective and could be used as an example for others (For example, student received grade of A)

REFLECTIVE QUESTIONS

1. Briefly discuss how your students performed relative to these learning outcomes. What went well, what didn't go as well as you might have liked?

2. What improvements do you plan to make to this course to improve student learning?

LOPER 8

Course Title _____

Course Number and Section _____

Instructions

All activities and assignments used for assessment must be consistent with the syllabus of record that the General Studies Council reviewed and approved.

Please indicate the number of students in your section who scored at each level (0-5) for each learning outcome.

- Each outcome assessment can be based on a different assignment
- As each outcome may be developed over the course of many assignments, using assignments from later in the semester for assessment gives more information on whether students are developing the necessary academic skills

LOPER 8 LEARNING OUTCOME RUBRIC						
Learning Outcome	0	1	2	3	4	5
1. Can use the discipline's concepts and methods to explain natural or physical phenomena						
Please indicate the specific course activity or assignment from your course syllabus that you used for assessment of this outcome						
2. Can investigate problems and analyze evidence using appropriate scientific methodology						
Please indicate the specific course activity or assignment from your course syllabus that you used for assessment of this outcome						
3. Can make and support an argument based on sound scientific principles						
Please indicate the specific course activity or assignment from your course syllabus that you used for assessment of this outcome						
4. Can articulate the significance of scientific knowledge for themselves or for society						
Please indicate the specific course activity or assignment from your course syllabus that you used for assessment of this outcome						

0 – Student did not complete assignment (For example, student received a grade of 0)

1 – Student completed assignment and did not meet learning objective (For example, student received a grade of F)

2 – Student completed assignment and performance was below average. (For example, student received a grade of D)

3 – Student completed assignment and demonstrated average mastery of the learning objective. Student met expectations. (For example, student received a grade of C)

4 – Student completed assignment and demonstrated above average mastery of the learning objective (For example, student received grade of B)

5 – Student completed and demonstrated exceptional mastery of the learning objective and could be used as an example for others (For example, student received grade of A)

REFLECTIVE QUESTIONS

1. Briefly discuss how your students performed relative to these learning outcomes. What went well, what didn't go as well as you might have liked?

2. What improvements do you plan to make to this course to improve student learning?

LOPER 9

Course Title _____

Course Number and Section _____

Instructions

All activities and assignments used for assessment must be consistent with the syllabus of record that the General Studies Council reviewed and approved.

Please indicate the number of students in your section who scored at each level (0-5) for each learning outcome.

- Each outcome assessment can be based on a different assignment
- As each outcome may be developed over the course of many assignments, using assignments from later in the semester for assessment gives more information on whether students are developing the necessary academic skills

LOPER 9 LEARNING OUTCOME RUBRIC						
Learning Outcome	0	1	2	3	4	5
1. Can identify issues of public or community concern and problems or challenges posed by lack of civic competency and engagement						
Please indicate the specific course activity or assignment from your course syllabus that you used for assessment of this outcome						
2. Can gather and evaluate sufficient and reliable information about issues of public concern and have the knowledge and skills to make reasonable judgements and decisions about them						
Please indicate the specific course activity or assignment from your course syllabus that you used for assessment of this outcome						
3. Can evaluate practices and decisions for their civic consequences						
Please indicate the specific course activity or assignment from your course syllabus that you used for assessment of this outcome						
4. Can articulate the importance of community service and civic engagement to address issues of public or community concern						
Please indicate the specific course activity or assignment from your course syllabus that you used for assessment of this outcome						

0 – Student did not complete assignment (For example, student received a grade of 0)

1 – Student completed assignment and did not meet learning objective (For example, student received a grade of F)

2 – Student completed assignment and performance was below average. (For example, student received a grade of D)

3 – Student completed assignment and demonstrated average mastery of the learning objective. Student met expectations. (For example, student received a grade of C)

4 – Student completed assignment and demonstrated above average mastery of the learning objective (For example, student received grade of B)

5 – Student completed and demonstrated exceptional mastery of the learning objective and could be used as an example for others (For example, student received grade of A)

REFLECTIVE QUESTIONS

1. Briefly discuss how your students performed relative to these learning outcomes. What went well, what didn't go as well as you might have liked?

2. What improvements do you plan to make to this course to improve student learning?

LOPER 10

Course Title _____

Course Number and Section _____

Instructions

All activities and assignments used for assessment must be consistent with the syllabus of record that the General Studies Council reviewed and approved.

Please indicate the number of students in your section who scored at each level (0-5) for each learning outcome.

- Each outcome assessment can be based on a different assignment
- As each outcome may be developed over the course of many assignments, using assignments from later in the semester for assessment gives more information on whether students are developing the necessary academic skills

LOPER 10 LEARNING OUTCOME RUBRIC						
Learning Outcome	0	1	2	3	4	5
1. Can describe the nature and consequences of human diversity						
Please indicate the specific course activity or assignment from your course syllabus that you used for assessment of this outcome						
2. Can gather and evaluate information important for relating to diverse populations						
Please indicate the specific course activity or assignment from your course syllabus that you used for assessment of this outcome						
3. Can evaluate practices and decisions for their impacts on inequality or inclusivity						
Please indicate the specific course activity or assignment from your course syllabus that you used for assessment of this outcome						
4. Can articulate the significance of human diversity for themselves or for society						
Please indicate the specific course activity or assignment from your course syllabus that you used for assessment of this outcome						

0 – Student did not complete assignment (For example, student received a grade of 0)

1 – Student completed assignment and did not meet learning objective (For example, student received a grade of F)

2 – Student completed assignment and performance was below average. (For example, student received a grade of D)

3 – Student completed assignment and demonstrated average mastery of the learning objective. Student met expectations. (For example, student received a grade of C)

4 – Student completed assignment and demonstrated above average mastery of the learning objective (For example, student received grade of B)

5 – Student completed and demonstrated exceptional mastery of the learning objective and could be used as an example for others (For example, student received grade of A)

REFLECTIVE QUESTIONS

1. Briefly discuss how your students performed relative to these learning outcomes. What went well, what didn't go as well as you might have liked?

2. What improvements do you plan to make to this course to improve student learning?

LOPER 11

Course Title _____

Course Number and Section _____

Instructions

All activities and assignments used for assessment must be consistent with the syllabus of record that the General Studies Council reviewed and approved.

Please indicate the number of students in your section who scored at each level (0-5) for each learning outcome.

- Each outcome assessment can be based on a different assignment
- As each outcome may be developed over the course of many assignments, using assignments from later in the semester for assessment gives more information on whether students are developing the necessary academic skills

LOPER 1 LEARNING OUTCOME RUBRIC						
Learning Outcome	0	1	2	3	4	5
1. Can articulate the importance of the eight domains of wellness (emotional, spiritual, intellectual, physical, environmental, financial, occupational, and social wellness)						
Please indicate the specific course activity or assignment from your course syllabus that you used for assessment of this outcome						
2. Can describe the impact of social factors, and personal decisions and behaviors, on wellness						
Please indicate the specific course activity or assignment from your course syllabus that you used for assessment of this outcome						
3. Can gather and evaluate information about wellness and apply to personal behavior choices or decisions						
Please indicate the specific course activity or assignment from your course syllabus that you used for assessment of this outcome						
4. Can integrate information from multiple sources and contrasting viewpoints to make an informed and educated decision regarding wellness						
Please indicate the specific course activity or assignment from your course syllabus that you used for assessment of this outcome						

0 – Student did not complete assignment (For example, student received a grade of 0)

1 – Student completed assignment and did not meet learning objective (For example, student received a grade of F)

2 – Student completed assignment and performance was below average. (For example, student received a grade of D)

3 – Student completed assignment and demonstrated average mastery of the learning objective. Student met expectations. (For example, student received a grade of C)

4 – Student completed assignment and demonstrated above average mastery of the learning objective (For example, student received grade of B)

5 – Student completed and demonstrated exceptional mastery of the learning objective and could be used as an example for others (For example, student received grade of A)

REFLECTIVE QUESTIONS

1. Briefly discuss how your students performed relative to these learning outcomes. What went well, what didn't go as well as you might have liked?

2. What improvements do you plan to make to this course to improve student learning?

Appendix E: Previous Program Requirements

45 Credit Hours of General Studies Courses

All UNK students must satisfactorily complete the courses listed within the General Studies areas. Each student seeking a bachelor's degree at UNK must complete 45 credit hours of General Studies courses, in the form of a 12-credit-hour Foundational Core, 3-credit-hour Portal Course, 27-credit-hour Distribution, and 3-credit-hour Capstone Course. Students can take a maximum of 10 credit hours from the same discipline to apply to their General Studies Program. It should be noted that certain majors require that specific General Studies courses be taken. Students should make choices with the guidance of the academic advisor so that their interests and major requirements are met. Colleges and individual programs within a College can, with the approval of the appropriate College committee, require specific General Studies courses which will be listed under the requirements for the degree programs.

To ensure that the General Studies Program provides students with a wide variety of points of view and allows them to concentrate in their junior and senior years on their major subject, students are encouraged to complete the General Studies Program in their freshman and sophomore years.

The primary purpose of the Portal Course is to develop critical thinking skills. Students are strongly encouraged to take the Portal in the first two semesters. All Portal courses are numbered 188. Students may choose to take the Portal in any department. Students transferring to UNK and presenting 24 or more credit hours of General Studies credit at the time of admission are exempt from taking the Portal, but must still complete a total of 45 credit hours of General Studies credit. Exemptions must be applied at the time of initial admission.

The Capstone Course is interdisciplinary and focuses on critical thinking. The Capstone is open to juniors and seniors, and to students within 6 credit hours of completion of their General Studies requirements. All Capstone courses are numbered 388. Students may choose to take the Capstone in any department. The Capstone will require the creation of an original semester project.

Appendix F: Previous Program Learning Outcomes

General Studies Learning Outcomes
PROGRAM-LEVEL OUTCOMES

(GS courses must meet at least one program-level outcome)

Students can:

1) Evaluate information appropriate to the task.

2) Apply principles of critical thinking to demonstrate integrative[1] 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.

[1] Refers to learning that is cross-disciplinary, involving multiple theories, contexts, and methodologies.

I. FOUNDATIONAL CORE

Written Communication outcomes *(Courses must meet all outcomes)*

Students can:

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.

Math outcomes *(Courses must meet all outcomes)*

Students can:

1) Apply mathematical logic to solve equations.

2) Describe problems using mathematical language.

3) Solve problems given in mathematical language using mathematical or statistical tools.

4) Interpret numerical data or graphical information using mathematical concepts and methods.

5) Construct logical arguments using mathematical language and concepts.

6) Use mathematical software effectively.

Oral Communication outcomes *(Courses must meet all outcomes)*

Students can:

1) Evaluate appropriate sources.

2) Utilize effective verbal and non-verbal expressions.

3) Deliver effective speeches appropriate to the context.

4) Orally present a coherent position on an issue.

5) Assess oral argumentation as a critical consumer.

Democracy in Perspective outcomes *(Courses must meet all outcomes)*

Students can:

1) Explain the roles that democratic concepts, including individual rights, play in a just democracy.

2) Analyze how citizens engage in democracy.

3) Evaluate democratic practices across different contexts (such as settings, time, socioeconomic conditions, cultures, and political boundaries).

II. PORTAL

Portal outcomes *(Courses must meet all outcomes)*

Students can:

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

(Distribution courses must meet learning outcome #1 and a majority of the remaining outcomes in their respective category.)

Aesthetics outcomes

Students can:

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 outcomes

Students can:

1) Articulate the relevance of the Humanities course to their general education.

2) Analyze primary sources using methodologies appropriate to disciplines in the Humanities.

3) Create coherent positions based on the interpretation of primary sources.

4) Communicate effectively using the modes of discourse appropriate to the discipline.

5) Evaluate primary sources in cultural, historical, literary, or philosophical contexts.

Social Sciences outcomes

Students can:

1) Articulate the relevance of the Social Science course to their general education.

2) Describe basic concepts and methods used in a social science discipline.

3) Demonstrate how basic concepts and methods from a social science discipline explain individual or group behavior.

4) Evaluate the connection between social science research and social or political policy.

5) Apply concepts and methods from a social science discipline to social science research.

Natural Sciences outcomes

Students can:

1) Articulate the relevance of the Natural Science course to their general education.

2) Explain how knowledge of natural science is applicable to their lives.

3) Apply appropriate scientific methodology within one of the natural sciences.

4) Evaluate the validity and limitations of scientific theories and claims.

5) (*Required for lab courses only*) Analyze scientific data acquired through laboratory experiences in one of the natural sciences.

Analytical & Quantitative Thought outcomes Students can:

1) Articulate the relevance of the Analytical & Quantitative Thought course to their general education.

2) Express formal relationships using various forms of analytical reasoning.

3) Define problems using techniques appropriate to the discipline.

4) Solve problems using techniques appropriate to the discipline.

5) Draw appropriate inferences from data in various forms.

6) Evaluate analytical results for reasonableness.

Wellness outcomes

Students can:

1) Articulate the relevance of the Wellness course to their general education.

2) Describe components of wellness.

3) Recognize the potential consequences of personal choices.

4) Analyze the roles of society in wellness promotion.

5) Develop an action strategy for wellness.

IV. CAPSTONE

Capstone outcomes *(Courses must meet all outcomes)*

Students can:

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) Communicate effectively in the medium chosen for the Capstone project.

Appendix G: Previous Program Assessment Instruments

UNK GENERAL STUDIES ASSESSMENT INSTRUMENT
Foundational Core: Written Communication

LEARNING OBJECITVES:

At the end of their Written Communication course, students should be able to:
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.

The purpose of this assignment is to evaluate whether or not these learning objectives have been met. The basics of this assignment are common to all the General Studies Written Communication courses taught at UNK. Your professor may give you additional instructions that tailor the assignment specifically to your course, such as specifying a different length, the concept/s on which to focus, or the scholars whose work you are to discuss.

COMMON ASSESSMENT OPTIONS: 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.

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.
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.

UNK GENERAL STUDIES ASSESSMENT INSTRUMENT

Foundational Core: Oral Communication

LEARNING OBJECITVES:

At the end of their Oral Communication course, students should be able to:

1) Evaluate appropriate sources.
2) Utilize effective verbal and non-verbal expressions.
3) Deliver effective speeches appropriate to the context.
4) Orally present a coherent position on an issue.
5) Assess oral argumentation as a critical consumer.

The purpose of this assignment is to evaluate whether or not these learning objectives have been met. The basics of this assignment are common to all the General Studies Oral Communication courses taught at UNK. Your professor may give you additional instructions that tailor the assignment specifically to your course, such as specifying a different length, the concept/s on which to focus, or the scholars whose work you are to discuss.

ASSESSMENT ASSIGNMENT GUIDELINES

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 Guidelines:

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.

UNK GENERAL STUDIES ASSESSMENT INSTRUMENT

Foundational Core: Democracy in Perspective

LEARNING OBJECTIVES:

At the conclusion of their Democracy in Perspective course, students should be able to:

1) Explain the roles that democratic concepts, including individual rights, play in a just democracy.

2) Analyze how citizens engage in democracy.

3) Evaluate democratic practices across different contexts (such as settings, time, socioeconomic conditions, cultures, and political boundaries).

The purpose of this assignment is to evaluate whether or not these learning objectives have been met. The basics of this assignment are common to all the General Studies Democracy in Perspective courses taught at UNK. Your professor may give you additional instructions that tailor the assignment specifically to your course, such as specifying a different length, the concept/s on which to focus, or the scholars whose work you are to discuss.

ASSESSMENT ASSIGNMENT

Democracy Assessment

Democracy is a beautiful idea—government by and for the people. Democracy promises us the freedom to exercise our highest capacities while it protects us from our own worst tendencies. In democracy as it ought to be, all adults are free to chime in, to join the conversation on how they should arrange their life together. And no one is left fee to enjoy the unchecked power that leads to arrogance and abuse. (Paul Woodruff, 2005, First Democracy, p. 3)

Democracy is a principle, a process, and a structure. Democracy is an unfolding process in which citizens collectively face challenges whereby democracy can improve or regress. Since change is a central characteristic of democracy, it varies by time and place.

From your course material you are to analyze a challenge, issue or crisis in democracy. Your analysis must discuss the mobilization or engagement of citizens in regards to your case. If you

are examining an historical case discuss how the outcome effected democracy. If your case is ongoing what is the promise or challenge to democracy? Describe the primary actors in your case. What do they want or what do they hope to change?

UNK GENERAL STUDIES ASSESSMENT INSTRUMENT
Portal Courses

LEARNING OBJECTIVES:
At the conclusion of their Portal course, students should be able to:
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.
The purpose of this assignment is to evaluate whether or not these learning objectives have been met. The basics of this assignment are common to all the General Studies Portal courses taught at UNK. Your professor may give you additional instructions that tailor the assignment specifically to your course, such as specifying a different length or specific concept you are to discuss.
Instructors can choose from one of the 6 options to assign to the students:
Portal Course: Common Assessment Options
Option 1: Integrated Summary
Instructor provides students with 3-4 articles targeting a specific course concept, phenomena or theory**1/**. 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.
1/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 GS Program (GS) learning outcomes: GS 1; GS 2; GS 4; GS51/ and GS 6/1
Option 2: Current Event Analysis
Instructor selects a current event relevant to issues, concepts or theories targeted in the class1/. 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.

1/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 GS Program (GS) learning outcomes: GS 1; GS 2; GS 4; GS51/ and GS 6/1

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.

1/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.

2/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 GS Program (GS) learning outcomes: GS 1; GS 2; GS 32/ GS 4; GS51/ and GS 61/

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.

1/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.
2/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.

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.

1/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 GS Program (GS) learning outcomes: GS 1; GS 2; GS 4; GS51/ and GS 6

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.

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

Target GS Program (GS) learning outcomes: GS 1; GS 2; GS 4; GS5 and GS 61/

UNK GENERAL STUDIES ASSESSMENT INSTRUMENT
Distribution Courses: Aesthetics Category
LEARNING OBJECTIVES:

At the conclusion of their Aesthetics course, students should be able to:
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.

The purpose of this assignment is to evaluate whether or not these learning objectives have been met. The basics of this assignment are common to all the General Studies Aesthetics courses taught at UNK. Your professor may give you additional instructions that tailor the assignment specifically to your course, such as specifying a different length or specific work of art you are to discuss.

BASIC ASSIGNMENT (Response Paper) INSTRUCTIONS:

Answer these questions in response to one selected work of art (visual/music/theater/dance) in 800-1000 words, typed, double spaced, 12 pt. font, one-inch margins.

Look/listen/experience – Discuss and interpret what you see/hear without judging or expressing your personal likes/dislikes.

1. Discuss the work of art through a description of its elements, structures, style and genre.

2. Interpret the work of art through analysis using correct terminology of the discipline.
3. Describe the historical and/or cultural context of the work of art.
4. Considering your response to the previous questions, articulate the relevance of this work of art and why it is important for a generally-educated person to understand.

UNK GENERAL STUDIES ASSESSMENT INSTRUMENT

Distribution Courses: Humanities Category

LEARNING OBJECTIVES:

At the conclusion of their Humanities course, students should be able to:

1) Articulate the relevance of the Humanities course to their general education.
2) Analyze primary sources using methodologies appropriate to disciplines in the Humanities.
3) Create coherent positions based on the interpretation of primary sources.
4) Communicate effectively using the modes of discourse appropriate to the discipline.
5) Evaluate primary sources in cultural, historical, literary, or philosophical contexts.

The purpose of this assignment is to evaluate whether or not these learning objectives have been met. The basics of this assignment are common to all the General Studies Humanities courses taught at UNK. Your professor may give you additional instructions that tailor the assignment specifically to your course, such as specifying a different length or specific concept you are to discuss.

BASIC ASSIGNMENT INSTRUCTIONS:

You are taking a General Studies course in the humanities (English, Modern Language, History, Philosophy, or Speech). Below, you will find a list of five (5) reasons for studying the humanities. Please select one or more of these reasons and explain in a written essay how the humanities course you are taking now has enhanced your general education. Use specific examples from the course (readings, class activities, discussions, writing, and/or assignments) in your essay.

Courses in the humanities enable us to

 Identify the differences and similarities among diverse cultures, including but not limited to the ability to speak a foreign language
 Appreciate and preserve the great accomplishments of the past, giving us a sense of where we came from so that we can understand how that past has created the present
 Know and appreciate what humans have created and are capable of creating in terms of written/spoken communication and/or the arts
 Analyze and practice aesthetic, communicative, and expressive communication using the practices of the discipline
 Increase our self-awareness of our values and way of looking at the world as we seek to explore and understand the human experience

Your paper will range from two fully developed paragraphs (if you are writing in a foreign language) to two or more double-spaced pages if you are writing in your first language.

UNK GENERAL STUDIES ASSESSMENT INSTRUMENT
Distribution Courses: Social Sciences Category

LEARNING OBJECTIVES:

At the conclusion of their Social Science course, students should be able to:

1) Articulate the relevance of the Social Science course to their general education.
2) Describe basic concepts and methods used in a social science discipline.
3) Demonstrate how basic concepts and methods from a social science discipline explain individual or group behavior.
4) Evaluate the connection between social science research and social or political policy.
5) Apply concepts and methods from a social science discipline to social science research.

The purpose of this assignment is to evaluate whether or not these learning objectives have been met. The basics of this assignment are common to all the General Studies Social Science courses taught at UNK. Your professor may give you additional instructions that tailor the assignment specifically to your course, such as specifying a different length, the concept/s on which to focus, or the scholars whose work you are to discuss.

BASIC ASSIGNMENT INSTRUCTIONS:

Write an essay (of 500-750 words) in which you answer the following question: Why is it important for a generally-educated person to understand the particular social science discipline that you are studying?

Contents of the essay:

 Begin with an introductory paragraph in which you briefly state your answer.
 In the body of your essay, develop and support your answer by focusing on a specific example of a concept or method for understanding human behavior that you learned in this course.
o Describe the concept or method;
o Demonstrate how it explains individual or group behavior (provide relevant evidence);
o Evaluate the implications of the concept/method for social or political policy - In other words, explain how policymakers ought to act on this information;
 Conclude your essay by explaining how Social Science researchers apply the concept or method in their work and why you think it is important for a generally-educated person to understand.

UNK GENERAL STUDIES ASSESSMENT INSTRUMENT
Distribution Courses: Natural Sciences Category

LEARNING OBJECTIVES:

At the conclusion of their Natural Sciences course, students should be able to:

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

The purpose of this assignment is to evaluate whether or not these learning objectives have been met. The basics of this assignment are common to all the General Studies Natural Sciences courses taught at UNK. Your professor may give you additional instructions that tailor the assignment specifically to your course, such as specifying a different length, the concept/s on which to focus, or the scholars whose work you are to discuss.

COMMON ASSESSMENT OPTIONS:
NATURAL SCIENCES

Assignment to the student

Part 1. Answer each question with a single, *brief* paragraph:

1) Please explain the relevance of this class to a generally-educated person. (*NS 1*)

2) Please explain how knowledge from this class is applicable to **your** life. (*NS 2*)

Part 2. Read the following passage:

< Instructor will insert their selected passage here >

Write a 200-400 word essay that describes how you could study an area related to any part of the above information. Make sure to include any limitations of such a study and to use specific examples from this course. You may use information from other courses if you wish. (*NS 2, NS 3, and NS 4*)

***Lab Courses Only Assignment**

Instructors can choose to evaluate one of their already developed laboratories focused on analyzing or interpreting data relevant to a natural sciences discipline.

Instructors can choose from one of 4 passages to assign the students:

Passage 1.

The ozone layer contains about 90% of atmospheric ozone and is located in the stratosphere. It is vital to human well-being because it shields us from harmful ultraviolet radiation from the Sun. In the mid-1970s, it was discovered that chlorine atoms released from CFCs were destroying ozone and depleting the ozone layer. As a result, there was an increase in ultraviolet radiation at the Earth's surface. Ultraviolet radiation is a high energy electromagnetic wave that can ionize atoms and molecules within the body increasing the probability of skin cancer and eye cataracts. The most severe loss of ozone occurred over Antarctica during the springtime and is known as the "ozone hole". In response, the Montreal Protocol was written to address this global issue. As a result of compliance to the Protocol and its Adjustments, the accumulation of ozone depleting gases has slowed and begun to decrease.

Passage 2.

Dangerous radiation like gamma rays and x-rays are at the far end of the electromagnetic spectrum. Fortunately the earth's atmosphere filters out most of this dangerous light radiation. As a result many deep space objects like gamma ray emitters and x-ray bursters weren't discovered until the late 1970's when astronomers placed the first high energy radiation telescopes in space. Many of these telescopes have been placed in low earth orbit between 160 and 2000 km above the earth's surface. Unfortunately this area is populated with discarded weather, military and navigation satellites as well as spent rocket stages. Through collisions, erosion and disintegration, there is now estimated to be over 300,000 pieces of space debris in low earth orbit ranging in size from micrometers to several meters. When it comes to new telescopes, NASA may not be asking 'can we afford it?' instead they may have to ask 'is there a safe place to put it?'

Passage 3.

Maps of the United States that show levels of risk related to natural hazards (earthquakes, volcanoes, mass movements, lightning, floods, tornadoes, hurricanes, blizzards, severe cold, heat, and drought) reveal that there are very few if any places that are "risk free." Thus, all human activity, from housing to work to recreation, exposes people to some level of risk from the natural environment. People must therefore understand the specific natural hazards associated with the places where they wish to live, work, and play. Likewise, governments must also understand the nature of natural disasters in order to help citizens minimize the risk they are exposed to. And yet, natural disasters occur in our country every year.

Passage 4.

According to the Center for Disease Control the life expectancy for a United States citizen in 2013 was 78.8 years. However, many environmental and genetic factors can cause people to die sooner or live longer. Scientific research has allowed us to better understand why disease occurs and how they can be prevented. Among the leading causes of death are heart disease, cancer, neurological disease and microbial infections.

UNK GENERAL STUDIES ASSESSMENT INSTRUMENT
Distribution Courses: Analytical & Quantitative Thought Category

LEARNING OBJECTIVES:

At the conclusion of their Analytical & Quantitative Thought course, students should be able to:

1) Articulate the relevance of the Analytical & Quantitative Thought course to their general education.
2) Express formal relationships using various forms of analytical reasoning.
3) Define problems using techniques appropriate to the discipline.
4) Solve problems using techniques appropriate to the discipline.
5) Draw appropriate inferences from data in various forms.
6) Evaluate analytical results for reasonableness

The purpose of this assignment is to evaluate whether or not these learning objectives have been met. The basics of this assignment are common to all the General Studies Analytical & Quantitative Thought courses taught at UNK. Your professor may give you additional instructions that tailor the assignment specifically to your course, such as specifying a different length, the concept/s on which to focus, or the scholars whose work you are to discuss.

ASSESSMENT INSTRUMENT

Because of the diversity of the A&Q courses, the assessment instrument may vary. The Generic Instrument below addresses A&Q learning outcomes 2 – 6 through a problem or exercise and A&Q learning outcome 1 through an essay.

GENERIC INSTRUMENT

The students are given a problem or exercise that is reflective of the majority of A&Q learning outcomes 2 – 6; a critical thinking essay portion is then given to the students to reflect on how this is important to their general education.

Problem/exercise/exam:

 Student is given a complex problem.
 Student has to analyze the problem to figure out the best way to solve. (A&Q 2; A&Q 3)
 Student solves the problem using analytical techniques learned during the class. (A&Q 3; A&Q 4)
 Student is asked to present problem-solving steps and hand in an appropriate result. (A&Q 5; A&Q 6)

Essay portion (no more than 800 words):

 Introduction

- Describes an A&Q problem/exercise or issue

 Body

- Reflects on the problem/exercise or issue and how this relates to society and/or industry

 Conclusion

- Ends by writing about the importance of this problem/exercise or issue in relation to a student’s general knowledge base.

UNK GENERAL STUDIES ASSESSMENT INSTRUMENT

Distribution Courses: Wellness Category

LEARNING OBJECTIVES:

At the conclusion of their Wellness course, students should be able to:

1) Articulate the relevance of the Wellness course to their general education.
2) Describe components of wellness.
3) Recognize the potential consequences of personal choices.
4) Analyze the roles of society in wellness promotion.
5) Develop an action strategy for wellness.

The purpose of this assignment is to evaluate whether or not these learning objectives have been met. The basics of this assignment are common to all the General Studies Wellness courses taught at UNK. Your professor may give you additional instructions that tailor the assignment specifically to your course, such as specifying a different length, the concept/s on which to focus, or the scholars whose work you are to discuss.

UNK Wellness Instrument

Each student will submit a 2-3 page paper that will report how the material presented throughout the semester has impacted their college experience, including thoughts about personal decisions regarding wellness and general education.

UNK GENERAL STUDIES ASSESSMENT INSTRUMENT

Capstone

(capstone project is the instrument)

Appendix H: Previous Program Assessment Rubrics

Written Communication: Foundational Core Courses Rubric

This rubric addresses the following **GS Program (GS)** learning outcomes: **GS 1** – evaluate information appropriate to the task; **GS 2** – apply principles of critical thinking to demonstrate integrative learning; **GS 4** – communicate effectively in written form; and the following ***Written Communication (WC)*** learning outcomes: ***WC 1*** – discern a writer's argument or purpose; ***WC 2*** - use appropriate sources responsibly; ***WC 3*** - use context-appropriate conventions of written English; ***WC 4*** - form and support a coherent position on an issue; and ***WC 5*** - 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.

	Does not meet criteria	Beginning	Developing	*Proficient	Advanced
Context of and purpose for writing ***WC 1, WC 2, WC 5*** **GS 1, GS 2, GS 4**	---	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.
Content Development ***WC 1, WC 4, WC 5*** **GS 1, GS 2, GS 4**	---	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.
Genre and disciplinary conventions ***WC 2, WC 3, WC 5*** **GS 1, GS 4**	---	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.
Sources and evidence ***WC 1, WC 2, WC 4, WC 5*** **GS 1, GS 2, GS 4**	---	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.
Control of syntax and mechanics ***WC 3, WC 5*** **GS 4**	---	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.

NOTE: The category "Proficient" describes the skills of the typical student near the end of the course. Advanced is anything above proficient.

Oral Communication: Foundational Core Courses Rubric

This rubric addresses the following **GS Program (GS)** learning outcomes: **GS 1** – evaluate information appropriate to the task; **GS 3** – communicate effectively in spoken form; and the following ***Oral Communication (OC)*** learning outcomes: ***OC 1*** – evaluate appropriate sources; ***OC 2*** – utilize effective verbal and non-verbal expressions; ***OC 3*** – deliver effective speeches appropriate to the context; and ***OC 4*** – orally present a coherent position on an issue.

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

	Does not meet criteria	Beginning	Developing	Proficient	Advanced
Central Message The main point or thesis. *OC 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 1; OC 4* *GS 1*	---	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 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 2* *GS 3*	---	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 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.

NOTE: The category "Proficient" describes the skills of the typical student near the end of the course. Advanced is anything above proficient.

Democracy in Perspective: Foundational Core Course Rubric

This rubric addresses the following **General Studies Program (GS)** learning outcomes: **GS 1** – evaluate information appropriate to the task; **GS 2** – apply principles of critical thinking to demonstrate integrative learning; **GS 6** – evaluate in context significant concepts relating to democracy; and the following ***Democracy in Perspective (DP)*** learning outcomes: ***DP 1*** – explain the roles that democratic concepts, including individual rights, play in a just democracy; ***DP 2*** – analyze how citizens engage in democracy; ***DP 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.

	Does not meet criteria	Beginning	Developing	*Proficient	Advanced
Content development of democratic concepts ***DP 1*** **GS 1; GS 6**	---	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.
Context and assumptions of Democracy ***DP 3*** **GS 1; GS 2; GS 6**	---	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.
Analysis of democratic engagement ***DP 2*** **GS 1; GS 6**	---	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.

**** NOTE: The category "Proficient" describes the skills of the typical student near the end of the semester of a Democracy in Perspective course.***

Portal Rubric

This rubric addresses the following GS Program (GS) learning outcomes: **GS 1** – evaluate information appropriate to the task; **GS 2** – apply principles of critical thinking to demonstrate integrative learning; **GS 4** – communicate effectively in written form; **GS 5** – analyze cultural issues within a global context; and the following Portal (PO) learning outcomes: ***PO 1*** - analyze critical issues confronting the individual and society, including a global context; ***PO 2*** – interpret an argument through engaged discourse within the discipline; and ***PO 3*** – construct a cogent argument pertaining to the course topic.

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

	Does not meet criteria for Beginning	Beginning	Developing	* Proficient	Advanced
Student's Position (Perspective, Thesis / Hypothesis) *PO 3*	---	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.
Content Development *PO 2* **GS 4**	---	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.
Evaluate Information and its Sources Critically *PO 2* **GS 1**	---	Shows minimal awareness of assumptions (sometimes labels assertions as assumptions).	Shows emerging awareness of others' assumptions.	Identifies and questions their own and others' assumptions. Uses relevant contexts when presenting a position.	Thoroughly analyzes their own and others' assumptions. Evaluates all relevant contexts when presenting a position.
Conclusions and Related Outcomes (Implications and Consequences) **GS 2**	---	Conclusion is stated, and is loosely connected to the information discussed.	Conclusion is tied to information discussed, and to some related implications.	Conclusion is logically tied to a range of information, including opposing viewpoints; related implications are identified.	Conclusions and related implications reflect fully informed evaluation.
Global context of cultural issues *PO 1* **GS 5**	---	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.

**** NOTE: The category "Proficient" describes the skills of the typical student near the end of the semester of a Portal course.***

Portal Rubric (GSC approved October 2012)

Aesthetics Category: Distribution Courses Rubric

This rubric addresses the following **GS Program (GS)** learning outcomes: **GS 1** – evaluate information appropriate to the task; **GS 2** – apply principles of critical thinking to demonstrate integrative learning; **GS 4** – communicate effectively in written form; **GS 5** – analyze cultural issues within a global context; and the following ***Aesthetics (AO)*** learning outcomes: ***AO 1*** - articulate the relevance of the Aesthetics course to their general education; ***AO 2*** – explain the significance of a work of art within its context (i.e., cultural, historical); ***AO 3*** - identify the structure of a work of art (visual/music/theater/dance) by describing its elements; ***AO 4*** - interpret a work of art using concepts appropriate to its medium; ***AO 5*** - distinguish between works of art from various time periods and cultures.

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

Indicator	Does not meet Criteria	Beginning	Developing	Proficient	Advanced
Articulate relevance of course to general education *AO 1* *GS 1; GS 4*		Articulates an elementary understanding of the relevance of the course.	Uses related content to develop simple ideas about relevance of the course.	Uses relevant persuasive content to articulate relevancy of the course.	Uses relevant, compelling content to articulate advanced understanding of relevancy of the course.
Structure and elements of a work of art *AO 3* *GS 1; GS 4*		Demonstrates minimal attention to formal content and purposes of the material.	Demonstrates an awareness of formal content and purpose of material.	Demonstrates knowledge of the formal content and purpose of material.	Demonstrates a thorough understanding of formal content and purpose of the materials.
Interpretation appropriate to the medium *AO 4* *GS 2; GS 4*		Conclusions from analysis demonstrate a minimal understanding of the terminology of the medium.	Conclusions from analysis are adequate, relevant to the medium and mostly use correct terminology.	Conclusions from analysis are logical, relevant and demonstrate correct use of terminology.	Conclusions from analysis are logical and reflect a relevant, local and correct informed evaluation.
Historical / Cultural Context *AO 2; AO 5* *GS 4; GS 5*		Demonstrates a limited articulation of historical and / or cultural contexts.	Demonstrates awareness of historical and cultural contexts.	Demonstrates consideration of the interplay between historical and cultural contexts.	Demonstrates a thorough understanding of the interplay between historical and cultural contexts.

Humanities Category: Distribution Courses Rubric

This rubric addresses the following **General Studies Program (GS)** learning outcomes: **GS 1** – evaluate information appropriate to the task; **GS 2** – demonstrate integrative learning; **GS 3** – communicate effectively in written form; **GS 5** – analyze cultural issues within a global context; **GS 6** – evaluate context significant concepts relating to democracy; and the following ***Humanities Distribution (HO)*** learning outcomes: ***HO 1*** - articulate the relevance of the Humanities course to their general education; ***HO 2*** - analyze primary sources using methodologies appropriate to disciplines in the Humanities; ***HO 3*** - create coherent positions based on the interpretation of primary sources; ***HO 4*** - communicate effectively using the modes of discourse appropriate to the discipline; ***HO 5*** - evaluate primary sources in cultural, historical, literary, or philosophical contexts.

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

Indicator	Does not meet Criteria	Beginning	Developing	Proficient	Advanced
1) Articulate relevance to general education *HO 1*		Articulates an elementary understanding of the relevance of the course.	Uses related content to develop simple ideas about relevance of the course.	Uses relevant persuasive content to explore relevancy of the course.	Uses relevant, compelling content to demonstrate advanced understanding of relevancy of the course.
Analyze primary sources using methodologies appropriate to disciplines in the Humanities *HO 2; HO 4; HO 5* *GS 1; GS 2; GS 4*		Generally uneven or undeveloped analysis of primary sources.	Rudimentary analysis of primary sources.	Coherent analysis of primary sources.	Thorough and detailed analysis of primary sources.
Create coherent positions based on the interpretation of primary sources *HO 3* *GS 1; GS 2; GS 4*		Central message may be implied but is not supported.	Central message is unclear, simplistic or obvious.	Central message is clear and supported by the source(s) under consideration.	Central message is compelling and supported by the source(s) under consideration.
Communicate effectively using the modes of discourse appropriate to the discipline *HO 4* *GS 3; GS 4*		Stylistic choices reflect limited understanding of discourses in the discipline.	Stylistic choices reflect rudimentary understanding of discourses in the discipline.	Stylistic choices reflect effective understanding of discourses in the discipline.	Stylistic choices reflect compelling understanding of discourses in the discipline.
Evaluate primary sources in cultural, historical, literary, or philosophical contexts *HO 1; HO 2; HO 4; HO 5* *GS 1; GS 2; GS 5; GS 6*		Generally uneven or undeveloped evaluation of sources in context.	Rudimentary evaluation of sources in context.	Coherent valuation of sources in context.	Thorough and detailed evaluation of sources in context.

Social Sciences Category: Distribution Courses Rubric

This rubric addresses the following **General Studies Program (GS)** learning outcomes: **GS 1** - evaluate information appropriate to the task and **GS 2** - apply principles of critical thinking to demonstrate integrative learning; and the following ***Social Sciences Distribution (SS)*** learning outcomes: ***SS 1*** – articulate the relevance of the Social Science course to their general education; ***SS 2*** - can describe basic concepts/methods used in a social science discipline; ***SS 3*** - demonstrate how basic concepts/ methods from a social science explain individual or group behavior; ***SS 4*** – evaluate the connection between social science research and social or political policy; ***SS 5*** – apply concepts and methods from a social science discipline to social science research.

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

	Does not meet criteria for Beginning	Beginning	Developing	Proficient	Advanced
Articulate Relevance *SS 1* *GS 1*	Cannot articulate why the social science course is relevant.	*Limited* articulation of why the social science course is relevant.	Articulates *in general* why the social science course is relevant.	Articulates in *satisfactory detail* why the social science course is relevant.	Demonstrates a *thorough* understanding of the social science course and its relevance.
Describe basic concepts/methods *SS 2* *GS 1*	Cannot describe a concept/method from the discipline.	Demonstrates a *limited* understanding of the concepts/methods.	Demonstrates a *basic* understanding of the concepts/methods.	Demonstrates a *satisfactory* understanding of the concepts/methods.	Demonstrates a *thorough* understanding of the concepts/methods.
Demonstrate how basic concepts/methods explain behavior *SS 3* *GS 1*	Cannot demonstrate how the concepts/methods explains behaviors.	Provides a *limited* demonstration of how the concepts/methods explains behaviors.	Provides a *basic* demonstration of how the concepts/methods explains behaviors.	Provides a *satisfactory* demonstration of how the concepts/methods explains behaviors.	Provides a *thorough* demonstration of how the concepts/methods explains behaviors.
Evaluate connection between research and policy *SS 4* *GS 2*	Does not evaluate the connection between research and public policy.	Provides a *limited* evaluation of the connection between research and public policy.	Provides a *basic* evaluation of the connection between research and public policy.	*Satisfactorily* evaluates the connection between research and public policy.	*Thoroughly* evaluates the connection between research and public policy.
Apply concepts to research *SS 5* *GS 2*	Does not discuss research.	Demonstrates a *limited* understanding of how concepts/methods are applied in research.	Demonstrates a *basic* understanding of how concepts/methods are applied in research.	Demonstrates a *satisfactory* understanding of how concepts/methods are applied in research.	Demonstrates a *thorough* understanding of how concepts/methods are applied in research.

Natural Science Rubric

This rubric addresses the following **General Studies Program (GS)** learning outcomes: **GS 2** - apply principles of critical thinking to demonstrate integrative learning and **GS 4** – communicate effectively in written form; and the following ***Natural Sciences Distribution (NS)*** learning outcomes: ***NS 1*** – articulate the relevance of the Natural Science course to their general education; ***NS 2 –*** explain how knowledge of natural science is applicable to their lives; ***NS 3*** – apply appropriate scientific methodology within one of the natural sciences; ***NS 4*** – evaluate the validity and limitations of scientific theories and claims; and ***NS 5*** – (lab courses only) analyze scientific data acquired through laboratory experiences in one of the natural sciences.

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

	Does not meet criteria for Beginning	Beginning	Developing	*Proficient	Advanced
Articulate relevance ***NS 1*** **GS 4**	Cannot articulate why the natural science course is relevant.	*Limited* articulation of why the natural science course is relevant.	Articulates *in general* why the natural science course is relevant.	Articulates in *satisfactory detail* why the natural science course is relevant.	Demonstrates a *thorough* understanding of the natural science course and its relevance.
Explain how knowledge of natural science is applicable to their lives ***NS 2*** **GS 4**	Cannot demonstrate how knowledge of natural science is applicable to their lives	Demonstrates a *limited* understanding of how natural science is applicable to their lives	Demonstrates a *basic* understanding of how natural science is applicable to their lives	Demonstrates a *satisfactory* understanding of how natural science is applicable to their lives	Demonstrates a *thorough* understanding of how natural science is applicable to their lives
Apply appropriate scientific methodology within one of the natural sciences ***NS 3*** **GS 2; GS 4**	Cannot apply appropriate scientific methodology within one of the natural sciences	Provides a *limited* application of scientific methodology within one of the natural sciences	Provides a *basic* application of scientific methodology within one of the natural sciences	Provides a *satisfactory* application of scientific methodology within one of the natural sciences	Provides a *thorough* application of scientific methodology within one of the natural sciences
Evaluate the validity and limitations of scientific theories and claims. ***NS 4*** **GS 2; GS 4**	Does not evaluate the validity and limitations of scientific theories and claims	Provides a *limited* evaluation of the validity and limitations of scientific theories and claims	Provides a *basic* evaluation of the validity and limitations of scientific theories and claims	Provides a *satisfactory* evaluation of the validity and limitations of scientific theories and claims	Provides a *thorough* evaluation of the validity and limitations of scientific theories and claims
(*Lab courses only*) Analyze scientific data acquired through laboratory experiences in one of the natural sciences ***NS 5*** **GS 2**	Cannot analyze/interpret scientific data in the natural sciences	Demonstrates a *limited* ability to analyze/interpret scientific data in the natural sciences	Demonstrates a *basic* ability to analyze/interpret scientific data in the natural sciences	Demonstrates a *satisfactory* ability to analyze/interpret scientific data in the natural sciences	Demonstrates a *thorough* ability to analyze/interpret scientific data in the natural sciences

NOTE: The category "Proficient" describes the skills of the typical student near the end of the course. Advanced is anything above proficient.

Analytical & Quantitative Thought: Distribution Courses Rubric

This rubric addresses the following **General Studies (GS)** learning outcomes: **GS 1** - evaluate information appropriate to the task; **GS 2** - apply principles of critical thinking to demonstrate integrative learning; **GS 4** - communicate effectively in written form; and the following ***Analytical & Quantitative Thought (AQ)*** Outcomes: ***AQ 1*** - articulate the relevance of the A&Q Thought course to their general education; ***AQ 2*** - express formal relationships using various forms of analytical reasoning; ***AQ 3*** - define problems using techniques appropriate to the discipline; ***AQ 4*** - solve problems using techniques appropriate to the discipline; ***AQ 5*** - draw appropriate inferences from data in various forms; and ***AQ 6*** - evaluate analytical results for reasonableness as well as GS program level outcomes

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

Indicator	Does not meet Criteria	Beginning	Developing	*Proficient	Advanced
Articulate relevance of course to general education ***AQ 1*** **GS 1; GS 4**	Cannot articulate why the A&Q course is relevant.	*Limited* articulation of why the A&Q course is relevant.	Articulates *in general* why the A&Q course is relevant.	Articulates in *satisfactory detail* why the A&Q course is relevant.	Demonstrates a *thorough* understanding of the A&Q course and its relevance.
Express formal relationships using various forms of analytical reasoning ***AQ 2***	Cannot express the formal relationships using various forms of analytical reasoning	Limited ability to express formal relationships using various forms of analytical reasoning	In a general way expresses the formal relationships using various forms of analytical reasoning	Satisfactorily expresses the formal relationships using various forms of analytical reasoning	Thoroughly expresses the formal relationships using various forms of analytical reasoning
Define problems using techniques appropriate to the discipline ***AQ 3*** **GS 1; GS 2**	Unable to define problems using techniques appropriate to the discipline	Limited ability to define problems using techniques appropriate to the discipline	In a general way defines problems using techniques appropriate to the discipline	Satisfactorily defines problems using techniques appropriate to the discipline	Thoroughly defines problems using techniques appropriate to the discipline
Solve problems using techniques appropriate to the discipline ***AQ 4***	Unable to solve problems using techniques appropriate to the discipline	Limited ability to solve problems using techniques appropriate to the discipline	In a general way solves problems using techniques appropriate to the discipline	Satisfactorily solves problems using techniques appropriate to the discipline	Has a thorough understanding of and solves problems using techniques appropriate to the discipline
Draw appropriate inferences from data in various forms ***AQ 5*** **GS 2**	Unable to draw appropriate inferences from data in various forms	Limited ability to draw appropriate inferences from data in various forms	In a general way can draw appropriate inferences from data in various forms	Satisfactorily draws appropriate inferences from data in various forms	Has a thorough understanding of and is able to draw appropriate inferences from data in various forms
Evaluate analytical results for reasonableness ***AQ 6*** **GS 2**	Unable to evaluate analytical results for reasonableness	Limited ability to evaluate analytical results for reasonableness	In a general way can evaluate analytical results for reasonableness	Satisfactorily evaluates analytical results for reasonableness	Has a thorough understanding of and is able evaluate analytical results for reasonableness

NOTE: The category "Proficient" describes the skills of the typical student near the end of the course. Advanced is anything above proficient.

Analytical & Quantitative Thought (GSC approved November 2014)

Wellness: Distribution Courses Rubric

This rubric addresses the following **General Studies (GS)** program learning outcomes: **GS 1** – evaluate information appropriate to the task; **GS 2** – apply principles of critical thinking to demonstrate integrative learning; **GS 4** – communicate effectively in written form; **GS 5** – analyze cultural issues within a global context; and the following ***Wellness (WO)*** learning outcomes: ***WO 1*** - articulate the relevance of the Wellness course to their general education; ***WO 2*** – describe components of wellness; ***WO 3*** – recognize potential consequences of personal choices; ***WO 4*** – analyze roles of society in wellness promotion; ***WO 5*** – develop action strategy for wellness.

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

Indicator	Does not meet Criteria	Beginning	Developing	*Proficient	Advanced
Articulate relevance to general education ***WO 1*** **GS 1; GS 2; GS 4**	---	Limited connections demonstrated between Wellness concepts and their general education.	Connections between Wellness concepts and general education are stated but no direct examples are provided.	Connections between Wellness concepts and their general education are mostly clear and a few examples are provided.	Connections between Wellness concepts and their general education are clearly stated and direct examples are provided.
Describe components of wellness ***WO 2*** **GS 1; GS 4**	---	Limited or missing description of all components of Wellness or all components of Wellness listed but not described	All components of Wellness are listed but are incorrectly or not clearly described. No examples are provided.	All components of Wellness are listed and correctly described with limited examples or evidence of application of Wellness to their life.	All components of Wellness are listed and correctly described with good examples and strong evidence of application of Wellness to their life
Recognize the potential consequences of personal choices ***WO 3*** **GS 1; GS 2; GS 4**	---	Limited explanation of the consequences of personal choices on Wellness.	The consequences of personal choices on Wellness described, but no examples or application are provided	Clearly explains the consequences of personal choices on Wellness, with some demonstration of examples and application to their life.	Explains the consequences of personal choices on Wellness, with strong demonstration of application to their life and good use of examples.
Analyze the roles of society in wellness promotion ***WO 4*** **GS 1; GS 2; GS 4; GS 5**	---	Limited explanation of the role of society on Wellness promotion.	An explanation of the role of society on Wellness promotion is provided, but no examples are used.	Clearly explains the role of society on Wellness promotion, but minimal use of relevant examples.	Clearly explains the role of society on Wellness promotion, with excellent use of relevant examples.
Develop an action strategy for wellness ***WO 5*** **GS 1; GS 2; GS 4**	---	Limited description of an action strategy for Wellness.	An action strategy for Wellness is provided, but no examples or application to their life is provided	Clear description of an action strategy for Wellness but minimal use of examples or application to their life	Clear description of an action strategy for Wellness with excellent use of examples and personal application.

NOTE: The category "Proficient" describes the skills of the typical student near the end of the course. Advanced is anything above proficient.

Capstone Rubric

This rubric addresses the following **General Studies (GS)** program learning outcomes: **GS 1** – evaluate information appropriate to the task; **GS 2** – apply principles of critical thinking to determine integrative learning; **GS 3** – communicate in spoken form and/or **GS 4** communicate in written form; and the following ***Capstone (CO)*** learning outcomes: ***CO 1*** – evaluate information from more than one academic discipline; ***CO 2*** – formulate logical connections between disciplines as they relate to the topic; ***CO 3*** – employ the approach of more than one academic discipline in completing a Capstone project; ***CO 4*** – synthesize knowledge related to the topic in completing a Capstone project; and ***CO 5*** – communicate effectively in the medium chosen for the Capstone project.

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

	Does not meet criteria for Beginning	Beginning	Developing	*Proficient	Advanced
Evaluate Information and its Sources ***CO 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.
Make connections across disciplines ***CO 2***	---	When prompted, attempts to connect 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.
Employ approaches of more than one discipline ***CO 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.
Synthesize knowledge ***CO 4*** **GS 2**	---	Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a new situation.	Uses skills, abilities, theories, or methodologies gained in one situation to new situations to contribute to understanding of problems or issues.	Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues.	Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways.
Communicate effectively ***CO 5*** **GS 3 and/or GS 4**	---	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 I: Previous Program Assessment Results

A. General Studies Math Assessment Results (Fall 2014):

In accordance with the long-term assessment plan for General Studies Program, Math courses were assessed in Fall 2014. A total of 244 responses were received.

Assessment of General Studies Math courses is implemented according to the process developed by the Math Department. The assessment instrument consists of 5 questions selected by the faculty teaching the selected courses and administered as part of the Final Exam. Student performance data for each question is provided to the Department's Assessment Committee; this information is summarized and reported to the Department and to the Director of General Studies.

The Math Department's Assessment Committee summary report is presented in Table 1. The Math Department has determined that when the course average is below 60% on a specific question, the Assessment Committee will formulate an action plan that addresses the deficiencies. As reported in Table 1, the goal of average score of 60% or better on each question was achieved. Thus, the Math Department's established benchmarks for each of the five questions were met.

The General Studies Council determined in October 2015 that students in general studies courses should meet the standard of at least 70% of students achieving Proficient and Advanced for each identified learning outcome (both category and program level), where "Proficient" describes the skills of the typical student near the end of the course and "Advanced" is anything above proficient.

For assessment of General Studies, the summary results (Table 1) were re-tabulated to reflect performance on each General Studies Math learning outcome (MO) on a percentage basis using the following procedure. First, the responses for each applicable question were summed by category; that sum was then divided by the total responses to obtain the percentage. For example, MO1 is measured by each of the five questions on the instrument; thus the 18.36% Proficient for MO 1 (reported in Table 2) is found dividing the sum of "Proficient" responses for each of the five questions (224) by the sum of the total responses for the five questions (1,220). MO2 is measured by questions 2 and 3; thus the 19.67% Proficient for MO 2 (reported in Table 2) is found dividing the sum of "Proficient" responses for questions 2 and 3 (96) by the sum of the total responses for the two questions (488). This process was followed for each MO and the results are reported in Table 2.

The assessment results for General Studies MO are reported in Table 2. As shown in the last column of Table 2, only MO 6 - use mathematical software effectively met the goal of 70% Proficient and Advanced; the goal of 70% Proficient and Advanced was not met for the following learning outcomes: MO 1 – apply mathematical logic to solve equations (68.1%); MO 2 – describe problems using mathematical language (66.8%); MO 3 – solve problems given in mathematical language using mathematical and statistical tools (67.5%); MO 4 – interpret numerical data or graphical information using mathematical concepts and methods (68.0%); and MO 5 – construct logical arguments using mathematical language and concepts (68.3%). Although the 70% goal was not met on MO 1 – MO5, closer examination of

the results indicated that over 65% of the responses fall within the Proficient and Advanced categories and further, the majority of the responses fall under “Advanced.” Given these results, the General Studies Council may re-examine the established benchmark and/or rubric.

The results reported above indicate the 70% goal established by General Studies was only met for one of the learning outcomes. As mentioned earlier, although the initial 70% goal was not reached for five of the learning outcomes (MO 1 – MO 5), the majority of the responses are at or above “Proficient.” In addition, it should be recognized that the results reported above are from the first-time data collection in the General Studies assessment cycle. Thus, the results should be considered as the first step in determining the base-line for achievement of the learning outcomes. As more data become available, recommendations for any potential changes can be made. Thus, the results should be considered the first step in determining the base-line for achievement of the learning outcomes. As more data become available, recommendations for any potential changes can be made.

Table 1. Math Assessment Summary Results and Average Score by Question[/1] (N = 244 students).

	Learning Outcomes Measured	Does Not Meet Criteria (0-19%)	Beginning (20-39%)	Developing (40-59%)	Proficient (60-79%)	Advanced (80-100%)	***Average Score (%)***
Question 1	1, 3, 5, 6	10	17	26	49	142	***75.8***
Question 2	1, 2, 3, 4, 5, 6	14	23	40	50	117	***69.3***
Question 3	1, 2, 3, 4	17	16	52	46	113	***72.5***
Question 4	1, 3, 5	38	27	37	28	114	***63.8***
Question 5	1, 4	21	13	38	51	121	***71.4***

[/1]Information provided by the Math Department.

Table 2. GS Math Assessment Results for Fall 2014[/2] (Percent of Total Responses by GS Math Learning Outcomes).

Math Learning Outcome (MO):	Does not meet	Beginning	Developing	Proficient	Advanced	***Proficient and Advanced***
MO 1: *Apply mathematical logic to solve equations.*	8.20	7.87	15.82	18.36	49.75	***68.11***
MO 2: *Describe problems using mathematical language.*	6.35	7.99	18.85	19.67	47.13	***66.80***
MO 3: *Solve problems given in mathematical language using mathematical or statistical tools.*	8.09	8.50	15.88	17.73	49.80	***67.52***
MO 4: *Interpret numerical data or graphical information using mathematical concepts and methods.*	7.10	7.10	17.76	20.08	47.95	***68.03***
MO 5: *Construct logical arguments using mathematical language and concepts.*	8.47	9.15	14.07	17.35	50.96	***68.31***
MO 6: *Use mathematical software effectively.*	4.92	8.20	13.52	20.29	53.07	***73.36***

[/2] Summary results from Table 1 were re-tabulated to reflect performance on each General Studies MO on a percentage basis. For example, MO1 is measured by each of the five questions on the instrument; thus the 18.36% Proficient for MO 1 is found dividing the total (224) "Proficient" responses for each of the five questions by the sum of the total responses (1,220) for the five questions [i.e., 18.36% = (49 + 50 + 46 + 28 + 51) ÷ (5 × 244)]. The same procedure was followed for each MO.

B. General Studies Aesthetics, Humanities, and Social Sciences Assessment Results (Spring 2015):

In accordance with the long-term assessment plan for General Studies Program, distribution courses in the Aesthetics, Humanities, and Social Sciences categories were assessed in Spring 2015.

The goal was to collect assessment data from 25% of the courses in each of the distribution areas; courses to be assessed were selected using the following criteria: ***diversity*** (variety of course pre-fixes chosen), ***representativeness*** (number of Departments contributing courses and level of their participation), ***multiple-sections*** (courses selected had multiple sections offered), and ***enrollments*** (selected courses had enrollments of less than 30 students). Honors courses are excluded from the selection process.

The specific courses selected for assessment were approved by the General Studies Council at the December 2014 meeting; faculty responsible for the courses were then contacted and informed of the process to follow in conducting the assessment. Assessment results were collected using a Qualtrics survey during the last 3 weeks of the semester. The specific courses in each distribution category and the number of observations are presented in Table 1.

As reported in Table 1, the responses in the Aesthetics area totaled 159 out of 552 students enrolled in all Aesthetics courses for a response rate of 28.80%. The response rate in the Humanities courses was 22.01% (237 responses out of a total of 1,077) and 17.06% for Social Sciences courses (270 responses out of total enrollment of 1,583). Overall, the response rate for spring 2015 was 20.7% for the three categories Aesthetics, Humanities, and Social Sciences (666 responses out of a total enrollment of 3,212).

The General Studies Council has determined that students in general studies courses should meet the standard of at least 70% of students achieving Proficient and Advanced for each identified learning outcome (both category and program level), where "Proficient" describes the skills of the typical student near the end of the course and "Advanced" is anything above proficient.

The assessment results for Aesthetics distribution courses are reported in Table 2. As shown in the last column of Table 2, the goal of 70% Proficient and Advanced were met for the following Aesthetic Learning Outcomes (AO): AO 2 – explain significance of a work of art within its context (84.67%); AO 3 – identify the structure of a work of art by describing its elements (78.00%); AO 4 – interpret a work of art using concepts appropriate to its medium (77.33%); and AO 5 – distinguish between works of art from various time periods (84.67%). The only outcome that did not achieve the goal was AO 1 – articulate the relevance of the Aesthetics course to their general education (65.31%); however, the results show that over one-half (51.02%) of the responses were at the Proficient level.

The assessment results for Humanities distribution courses are reported in Table 3. As shown in the last column of Table 3, the results show that the goal of 70% Proficient and Advanced were met for all five Humanities Learning Outcomes (HO): HO 1 - articulate the relevance of the Humanities course to their general education (71.43%); HO 2 – analyze primary sources using methodologies appropriate to disciplines in the Humanities (73.66%); HO 3 – create coherent positions based on the interpretation of primary sources (79.02%); HO 4 – communicate effectively using the modes of discourse appropriate to the discipline (73.66%); and HO 5 – evaluate primary sources in cultural, literary, or philosophical contexts (73.66%). Additionally, the results show that over one-half of the responses were at the Proficient level for learning outcomes HO 2 (50.89%), HO 3 (56.70%), HO 4 (50.89%) and HO 5 (50.89%). Although the responses for HO 1 achieved the 70% goal, less than one-half of the responses were at the Proficient (44.6%) level.

The assessment results for Social Sciences distribution courses are reported in Table 4. As shown in the last column of Table 4, the goal of 70% Proficient and Advanced were met for the following Social Science Learning Outcomes (SS): SS 1 – articulate the relevance of the Social Science course to their general education (78.06%); SS 2 – describe the basic concepts and methods used in social science discipline (81.05%); and SS 3 – demonstrate how basic concepts and methods from a social science discipline explain individual or group behavior (75.47%). The two outcomes that did not achieve the goal were SS 4 – evaluate the connection between social science research and social or political policy (47.21%) and SS 5 – apply concepts and methods from a social science discipline to social science research (50.19%). It should be noted that one explanation for not meeting the 70% goal for SS 4 is that 19.7% of the responses were in the Not Assessed category.

In addition to assessing the specific learning outcomes for the courses in the Aesthetics, Humanities, and Social Sciences distribution categories, the instruments used in the assessment process also measured the achievement on the GS Program Level Learning Outcomes; the assessment results for these Program Level Learning Outcomes are reported in Table 5.

As shown in the last column of Table 5, the goal of 70% Proficient and Advanced were met for the following Program Level Learning Outcomes (GS): GS 1 – evaluate information appropriate to the task (75.65%); GS 3 – communicate effectively in spoken form (79.02%); GS 4 – communicate effectively in written form (76.36%); GS 5 – analyze cultural issues within a global context (78.08%); and GS 6 – evaluate in context significant concepts relating to democracy (73.66%). The only outcome that did not achieve the goal was GS 2 – apply principles of critical thinking to demonstrate integrative learning (62.32%).

Overall, the results reported above indicate that the 70% goal was met for the majority of the learning outcomes in each of the distribution categories and program level. Additional information and feedback from instructors carrying out the assessment will be sought prior to making any recommendations regarding strategies to improve the results. In addition, it should be recognized that the results reported above are from the first-time data collection in the assessment cycle. Thus, the results should be considered as the first step in determining the base-line for achievement of the learning outcomes. As more data become available, recommendations for any potential changes can be made.

Table 1. Courses Included in GS Assessment in Spring 2015 and Responses.

Category	Course	Responses	Percent assessed
Aesthetics:	ART 120	63	
	MUS 100	56	
	THEA 120	40	
	Total	*159*	
	Enrollment in all Aesthetics Courses (spring 2015)	*552*	*28.80*
Humanities:	ENG 251	38	
	ENG 254	20	
	HIST 211	34	
	HIST 251	57	
	PHIL 100	43	
	PHIL 120	45	
	Total	*237*	
	Enrollment in all Humanities Courses (spring 2015)	*1,077*	*22.01*
Social Sciences:	CJUS 101	14	
	ECON 271	52	
	FSID 351	42	
	GEOG 104	40	
	PSCI 110	50	
	SOC 100	72	
	Total	*270*	
	Enrollment in all Humanities Courses (spring 2015)	*1,583*	*17.06*

Table 2. Aesthetics Assessment Results for Spring 2015 (Percent of Total Responses by Learning Outcomes).

Aesthetics Learning Outcome (AO):	Not Assessed	Does not meet	Beginning	Developing	Proficient	Advanced	***Proficient and Advanced***
AO 1: *Articulate the relevance of the Aesthetics course to their general education.*	0.00	2.72	8.16	23.81	51.02	14.29	***65.31***
AO 2: *Explain the significance of a work of art within its context (i.e., cultural, historical).*	2.00	0.67	2.67	10.00	58.00	26.67	***84.67***
AO 3: *Identify the structure of a work of art (visual/music/theater/dance) by describing its elements.*	2.67	0.67	4.00	14.67	62.67	15.33	***78.00***
AO 4: *Interpret a work of art using concepts appropriate to its medium.*	2.67	0.00	4.00	16.00	56.00	21.33	***77.33***
AO 5: *Distinguish between works of art from various time periods and cultures.*	2.00	0.67	2.67	10.00	58.00	26.67	***84.67***

Table 3. Humanities Assessment Results for Spring 2015 (Percent of Total Responses by Learning Outcomes).

Humanities Learning Outcome (HO):	Not Assessed	Does not meet	Beginning	Developing	Proficient	Advanced	***Proficient and Advanced***
HO 1: *Articulate the relevance of the Humanities course to their general education.*	0.00	1.79	2.68	24.11	44.64	26.79	***71.43***
HO 2: *Analyze primary sources using methodologies appropriate to disciplines in the Humanities.*	0.00	1.56	3.57	21.21	50.89	22.77	***73.66***
HO 3: *Create coherent positions based on the interpretation of primary sources.*	0.00	1.34	2.68	16.96	56.70	22.32	***79.02***
HO 4: *Communicate effectively using the modes of discourse appropriate to the discipline.*	0.00	1.56	3.57	21.21	50.89	22.77	***73.66***
HO 5: *Evaluate primary sources in cultural, historical, literary, or philosophical contexts.*	0.00	1.56	3.57	21.21	50.89	22.77	***73.66***

Table 4. Social Sciences Assessment Results for Spring 2015 (Percent of Total Responses by Learning Outcomes).

Social Sciences Learning Outcome (SS):	Not Assessed	Does not meet	Beginning	Developing	Proficient	Advanced	***Proficient and Advanced***
SS 1: *Articulate the relevance of the Social Science course to their general education.*	0.00	0.37	3.35	18.22	43.12	34.94	***78.06***
SS 2: *Describe basic concepts and methods used in a social science discipline.*	0.00	1.49	1.49	15.99	47.96	33.09	***81.05***
SS 3: *Demonstrate how basic concepts and methods from a social science discipline explain individual or group behavior.*	0.00	1.86	3.72	18.96	46.10	29.37	***75.47***
SS 4: *Evaluate the connection between social science research and social or political policy.*	19.70	8.55	3.72	20.82	32.34	14.87	***47.21***
SS 5: *Apply concepts and methods from a social science discipline to social science research.*	0.00	11.15	7.06	31.60	34.20	15.99	***50.19***

Table 5. General Studies Program Level Assessment Results for Spring 2015 (Percent of Total Responses by Learning Outcomes).

Program Level Learning Outcome (GS):	Not Assessed	Does not meet	Beginning	Developing	Proficient	Advanced	***Proficient and Advanced***
GS 1: *Evaluate information appropriate to the task.*	0.26	1.42	3.67	19.01	49.36	26.29	***75.65***
GS 2: *Apply principles of critical thinking to demonstrate integrative learning.*	5.02	5.28	4.49	22.89	43.22	19.10	***62.32***
GS 3: *Communicate effectively in spoken form.*	0.00	1.34	2.68	16.96	56.70	22.32	***79.02***
GS 4: *Communicate effectively in written form.*	1.05	1.24	4.11	17.22	55.69	20.67	***76.36***
GS 5: *Analyze cultural issues within a global context.*	0.80	1.07	2.94	17.11	53.48	24.60	***78.08***
GS 6: *Evaluate in context significant concepts relating to democracy.*	0.00	1.34	3.13	21.88	50.45	23.21	***73.66***

C. General Studies Democracy in Perspective Assessment Results (Fall 2015):

In accordance with the long-term assessment plan for General Studies Program, Democracy in Perspective courses and distribution courses in the Natural Sciences, Analytical & Quantitative Thought, and Wellness categories were assessed in Fall 2015.

The goal was to collect assessment data from 25% of the courses in each of the categories; courses to be assessed were selected using the following criteria: ***diversity*** (variety of course pre-fixes chosen), ***representativeness*** (number of Departments contributing courses and level of their participation), ***multiple-sections*** (courses selected had multiple sections offered), and ***enrollments*** (selected courses had enrollments of less than 30 students). Honors courses are excluded from the selection process.

The specific courses selected for assessment were approved by the General Studies Council at the April 30, 2015 meeting; faculty responsible for the courses were then contacted and informed of the process to follow in conducting the assessment. Assessment results were collected using a Qualtrics survey during the last 3 weeks of the semester. The specific courses in each distribution category and the number of observations are presented in Table 1.

As reported in Table 1, the responses in the Democracy in Perspective area totaled 177 out of 569 students enrolled in all Democracy courses for a response rate of 31.11%. The response rate in the A&Q Thought courses was 27.2% (133 responses out of a total of 489) and 22.60% for Wellness courses (160 responses out of total enrollment of 708). The response rate in the Natural Science area was 10.11% (258 responses out of a total of 2,552); however, the 11.76% response rate for Natural Science lecture courses (174 responses out of a total 1,480) was slightly higher than the 7.84% response rate for Natural Science lab courses (84 responses out of a total 1,072). Overall, the response rate for fall 2015 was 16.86% for the four categories Democracy, Natural Science, A&Q Thought, and Wellness (728 responses out of a total enrollment of 4,318).

The General Studies Council has determined that students in general studies courses should meet the standard of at least 70% of students achieving Proficient and Advanced for each identified learning outcome (both category and program level), where "Proficient" describes the skills of the typical student near the end of the course and "Advanced" is anything above proficient.

The assessment results for Democracy in Perspective courses are reported in Table 2. As shown in the last column of Table 2, the goal of 70% Proficient and Advanced were met for all three Democracy Learning Outcomes (DP): DP 1 – explain roles that democratic concepts play in a just democracy (84.80%); DP 2 – analyze how citizens engage in democracy (83.04%); and DP 3 – evaluate democratic practices across different contexts (83.63%).

The assessment results for Natural Science distribution courses are reported in Table 3. As shown in the last column of Table 3, the goal of 70% Proficient and Advanced was only met for the first Natural Science Learning Outcome (NS): NS 1 - articulate the relevance of the Natural Science course to their general education (83.63%). Although below the desired 70% goal, the results show that over one-half of the responses for NS 2 – explain how knowledge of natural science is applicable (59.20%) and NS 3 – apply appropriate scientific methodology (69.84%) were Proficient and Advanced. The two learning outcomes with the lowest Proficient and Advanced responses (NS 4 – evaluate validity and limitations of scientific theories/claims (29.76%) and NS 5 – analyze scientific data through laboratory experiences (23.41%)) were also the two learning outcomes with high proportions of responses in the "Not Assessed" categories. Given this, using a

separate process to collect assessment data from “lecture” and from “lab” courses might yield higher response rates and allow for more meaningful evaluation of the data. While assessment in Natural Science area is complicated by the need to collect data from both “lecture” and “lab” courses; it must also be noted that the assessment results represent less than 15% of all students enrolled in Natural Science courses (see Table 1) during fall 2015.

The assessment results for Analytical & Quantitative Thought distribution courses are reported in Table 4. As shown in the last column of Table 4, the goal of 70% Proficient and Advanced were met for the following Analytical & Quantitative Thought Learning Outcomes (AQ): AQ 2 – express formal relationships using various forms of analytical reasoning (78.91%); AQ 3 – define problems using techniques appropriate to the discipline (73.44%); AQ 4 – solve problems using techniques appropriate to the discipline (71.88%); AQ 5 – draw appropriate inferences from data (75.78%); and AQ 6 – evaluate analytical results for reasonableness (76.56%). The only outcome that did not achieve the 70% goal was AQ 1 – articulate the relevance of the A&Q Thought course to their general education (67.19%).

The assessment results for Wellness distribution courses are reported in Table 5. As shown in the last column of Table 5, the goal of 70% Proficient and Advanced were met for thee of the five Wellness Learning Outcomes (WO): WO 1 – articulate relevance of the Wellness course to their general education (90.51%); WO 3 – recognize the potential consequences of personal choices (93.04%); and WO 5 – develop action strategy for wellness (81.65%). Although the 70% goal was not met for WO 2 – describe the components of wellness (67.72%) and WO 4 - analyze roles of society in wellness promotion (58.80%), over one-half of the responses were at the Proficient and Advanced level.

In addition to assessing the specific learning outcomes for Democracy in Perspective courses and courses in the Natural Science, Analytical & Quantitative Thought, and Wellness distribution categories, the instruments used in the assessment process also measured the achievement on the GS Program Level Learning Outcomes; the assessment results for these Program Level Learning Outcomes are reported in Table 6.

As shown in the last column of Table 6, the goal of 70% Proficient and Advanced were met for the following Program Level Learning Outcomes (GS): GS 1 – evaluate information appropriate to the task (82.49%); GS 4 – communicate effectively in written form (70.60%); GS 5 – analyze cultural issues within a global context (81.65%); and GS 6 – evaluate in context significant concepts relating to democracy (83.82%). The only outcome that did not achieve the goal was GS 2 – apply principles of critical thinking to demonstrate integrative learning (67.33%). No data was collected on the third Program Learning Outcome (GS 3 – communicate effectively in spoken form) during fall 2015.

Generally speaking, the results reported above indicate that the 70% goal was met for the majority of the learning outcomes in each of the distribution categories and program level. However, the low response rate in the Natural Science area makes meaningful evaluation of the assessment results difficult and does raise issues regarding data validity. However, prior to making any recommendations regarding strategies to improving the results, the GSC will seek additional information and feedback from instructors carrying out the assessment. In addition, it should be recognized that the results reported above are from the first-time data collection in the assessment cycle. Thus, the

results should be considered as the first step in determining the base-line for achievement of the learning outcomes. As more data become available, recommendations for any potential changes can be made.

Table 1. Courses Included in GS Assessment in Fall 2015 and Responses.

Category	Course	Responses	Percent assessed
Democracy:	JMC 100	54	
	PSCI 140	71	
	TE 100	52	
	Total	*177*	
	Enrollment in all Democracy Courses (fall 2015)	*569*	*31.11*
Natural Sciences:	CHEM 160	76	
	GEOG 103	48	
	PHYS 201	1	
	PHYS 210	49	
	BIOL 103 (lab)	66	
	PHYS 205L (lab)	18	
	Total (lecture only)	*174*	
	Total (lab only)	*84*	
	Total (lecture and lab)	*258*	
	Enrollment in all Natural Science lecture (fall 2015)	*1,480*	*11.76*
	Enrollment in all Natural Science lab (fall 2015)	*1,072*	*7.84*
	Enrollment in all Natural Science Courses (fall 2015)	*2,552*	*10.11*
A&Q Thought:	CSIT 130	42	
	MGT 233	49	
	PSY 250	42	
	Total	*133*	
	Enrollment in all A&Q Thought Courses (fall 2015)	*489*	*27.20*
Wellness:	FSID 110	123	
	PE 150	37	
	Total	*160*	
	Enrollment in all Wellness Courses fall 2015)	*708*	*22.6*

Table 2. Democracy in Perspective Assessment Results for Fall 2015 (Percent of Total Responses by Learning Outcomes).

Democracy in Perspective Learning Outcome (DP):	Not Assessed	Does not meet	Beginning	Developing	Proficient	Advanced	*Proficient and Advanced*
DP 1: *Explain the roles that democratic concepts, including individual rights, play in a just democracy.*	0.00	2.92	0.00	12.28	66.67	18.13	*84.80*
DP 2: *Analyze how citizens engage in democracy.*	0.00	2.34	0.58	14.04	60.82	22.22	*83.04*
DP 3: *Evaluate democratic practices across different contexts (such as settings, time, socioeconomic conditions, cultures, and political boundaries).*	0.00	2.34	2.34	11.7	68.42	15.20	*83.63*

Table 3. Natural Sciences Assessment Results for Fall 2015 (Percent of Total Responses by Learning Outcomes).

Natural Science Learning Outcome (NS):	Not Assessed	Does not meet	Beginning	Developing	Proficient	Advanced	*Proficient and Advanced*
NS 1: *Articulate the relevance of the Natural Science course to their general education.*	0.00	1.75	3.51	11.11	39.18	44.44	*83.63*
NS 2: *Explain how knowledge of natural science is applicable to their lives.*	32.40	1.20	0.80	6.40	25.20	34.00	*59.20*
NS 3: *Apply appropriate scientific methodology within one of the natural sciences.*	1.19	0.40	7.94	20.63	49.21	20.63	*69.84*
NS 4: *Evaluate the validity and limitations of scientific theories and claims.*	46.03	0.00	4.37	19.84	15.87	13.89	*29.76*
NS 5 (lab courses only): *Analyze scientific data acquired through laboratory experiences in one of the natural sciences.*	67.46	0.79	1.19	7.14	17.86	5.56	*23.41*

Table 4. Analytical and Quantitative Thought Assessment Results for Fall 2015 (Percent of Total Responses by Learning Outcomes).

Analytical and Quantitative Thought Learning Outcome (AQ):	Not Assessed	Does not meet	Beginning	Developing	Proficient	Advanced	*Proficient and Advanced*
AQ 1: *Articulate the relevance of the A&Q Thought course to their general education.*	0.00	6.25	6.25	20.31	40.63	26.56	*67.19*
AQ 2: *Express formal relationships using various forms of analytical reasoning.*	0.00	5.47	3.91	11.72	31.25	47.66	*78.91*
AQ 3: *Define problems using techniques appropriate to the discipline.*	0.00	6.25	3.13	17.19	23.44	50.00	*73.44*
AQ 4: *Solve problems using techniques appropriate to the discipline.*	0.00	5.47	5.47	17.19	22.66	49.22	*71.88*
AQ 5: *Draw appropriate inferences from data in various forms.*	0.00	7.03	3.13	14.06	31.25	44.53	*75.78*
AQ 6: *Evaluate analytical results for reasonableness.*	0.00	6.25	3.13	14.06	24.22	52.34	*76.56*

Table 5. Wellness Assessment Results for Fall 2015 (Percent of Total Responses by Learning Outcomes).

Wellness Learning Outcome (WO):	Not Assessed	Does not meet	Beginning	Developing	Proficient	Advanced	*Proficient and Advanced*
WO 1: *Articulate the relevance of the Wellness course to their general education.*	0.00	0.63	0.00	8.86	63.92	26.58	*90.51*
WO 2: *Describe the components of wellness.*	0.00	0.00	3.80	28.48	40.51	27.22	*67.72*
WO 3: *Realize potential consequences of personal choices.*	0.00	0.00	1.90	5.06	45.57	47.47	*93.04*
WO 4: *Analyze roles of society in wellness promotion.*	0.00	10.65	4.63	25.93	40.28	18.52	*58.80*
WO 5: *Develop action strategy for wellness.*	0.63	0.00	0.00	17.72	60.13	21.52	*81.65*

Table 6. General Studies Program Level Assessment Results for Fall 2015 (Percent of Total Responses by Learning Outcomes).

Program Level Learning Outcome (GS):	Not Assessed	Does not meet	Beginning	Developing	Proficient	Advanced	*Proficient and Advanced*
GS 1: *Evaluate information appropriate to the task.*	0.13	1.92	1.67	13.79	52.21	30.28	*82.49*
GS 2: *Apply principles of critical thinking to demonstrate integrative learning.*	15.15	1.69	2.72	13.10	39.03	28.3	*67.33*
GS 3: *Communicate effectively in spoken form.*							
GS 4: *Communicate effectively in written form.*	11.15	0.87	3.03	14.35	40.23	30.37	*70.60*
GS 5: *Analyze cultural issues within a global context.*	0.63	0.00	0.00	17.72	60.13	21.52	*81.65*
GS 6: *Evaluate in context significant concepts relating to democracy.*	0.00	2.53	0.97	12.67	65.30	18.52	*83.82*

D. General Studies Capstone Assessment Results (Spring 2016):

In accordance with the long-term assessment plan for General Studies Program, Capstone courses were assessed in Spring 2016. A total of 328 responses were received.

Capstone course assessment utilizes a common assessment rubric, approved by the General Studies Council, to evaluate the Capstone project completed within the course. Assessment results were collected using a Qualtrics survey during the last 3 weeks of the semester.

The General Studies Council determined in October 2015 that students in general studies courses should meet the standard of at least 70% of students achieving Proficient and Advanced for each identified learning outcome (both category and program level), where "Proficient" describes the skills of the typical student near the end of the course and "Advanced" is anything above proficient.

The assessment results for Capstone learning outcomes (CO) are reported in Table 1. As shown in the last column of Table 1, the 70% goal was met for all of the Capstone learning outcomes (CO 1 – CO 5). Over eighty percent of the responses were rated Proficient and Advanced for both CO 1 – evaluate information from more than one academic discipline (83.54%) and CO 5 – communicate effectively in the medium chosen for the Capstone project (85.71%). More than three-quarters of the responses for CO 2 – formulate logical connections between disciplines as they relate to the topic (79.19%); CO 3 – employ the approach of more than one academic discipline in completing a Capstone project (78.50%); and CO 4 – synthesize knowledge related to the topic in completing a Capstone project (77.95%) were rated Proficient and Advanced.

In addition to assessing the specific learning outcomes for Capstone courses, the instruments used in the assessment process also measured the achievement on the GS Program Level Learning Outcomes; the assessment results for these Program Level Learning Outcomes are reported in Table 2.

As shown in the last column of Table 2, the 70% goal was met for the three Program Level Learning Outcomes (GS) measured. Over three-quarters of the responses were rated Proficient and Advanced for GS 1 – evaluate information appropriate to the task (83.54%) and GS 2 – apply principles of critical thinking to demonstrate integrative learning (77.95%). The Capstone rubric also measures communication; however, the rubric evaluates the ability to "*communicate effectively in the medium chosen*" while the GS Program Learning Outcomes differentiate between oral communication (GS 3 – communicate effectively in spoken form) and written communication (GS 4 – communicate effectively in written form). Thus, the "communication" measured by the Capstone rubric – and reported in Table 2 under GS 4 - should be interpreted as a combined measure of written and oral communication skills exhibited by the students. As shown in Table 2, 85.71% of the responses were rated Proficient and Advanced for "communicating effectively."

Overall, the results reported above indicate that the 70% goal was met for all of the learning outcomes at the course level and program level. As mentioned earlier, although the initial 70% goal was reached, it should be recognized that the results reported above are from the first-time data collection in the assessment cycle. Thus, the results should be considered the first step in determining the base-line for achievement of the learning outcomes. As more data become available, recommendations for any potential changes can be made.

Table 1. Capstone Assessment Results for Spring 2016 (Percent of Total Responses by Learning Outcomes).

Capstone Learning Outcome (CO):	Does not meet	Beginning	Developing	Proficient	Advanced	***Proficient and Advanced***
CO 1: *Evaluate information from more than one academic discipline.*	0.93	2.17	13.35	59.63	23.91	***83.54***
CO 2: *Formulate logical connections between disciplines as they relate to the topic.*	0.62	2.48	17.70	58.39	20.81	***79.19***
CO 3: *Employ the approach of more than one academic discipline in completing a Capstone project.*	0.31	3.12	18.07	59.50	19.00	***78.50***
CO 4: *Synthesize knowledge related to the topic in completing a Capstone project.*	0.93	4.97	16.15	55.28	22.67	***77.95***
CO 5: *Communicate effectively in the medium chosen for the Capstone project.*	0.31	1.86	12.11	55.28	30.43	***85.71***

Table 2. General Studies Program Level Assessment Results for Spring 2016 (Percent of Total Responses by Learning Outcomes).

Program Level Learning Outcome (GS):	Does not meet	Beginning	Developing	Proficient	Advanced	***Proficient and Advanced***
GS 1: *Evaluate information appropriate to the task.*	0.93	2.17	13.35	59.63	23.91	***83.54***
GS 2: *Apply principles of critical thinking to demonstrate integrative learning.*	0.93	4.97	16.15	55.28	22.67	***77.95***
GS 3: *Communicate effectively in spoken form.*	N/A	N/A	N/A	N/A	N/A	***N/A***
GS 4: *Communicate effectively in written form.*	0.31	1.86	12.11	55.28	30.43	***85.71***
GS 5: *Analyze cultural issues within a global context.*	N/A	N/A	N/A	N/A	N/A	***N/A***
GS 6: *Evaluate in context significant concepts relating to democracy.*	N/A	N/A	N/A	N/A	N/A	***N/A***

E. General Studies Assessment Results: Oral Communication and Written Communication (Fall 2016)

In accordance with the long-term assessment plan for General Studies Program, Foundational Core courses in the Written Communication and Oral Communication categories were assessed in Fall 2016.

The specific courses selected for assessment were approved by the General Studies Council at the April 28, 2016 meeting; faculty responsible for the courses were then contacted and informed of the process to follow in conducting the assessment. Assessment results were collected using a Qualtrics survey during the last 3 weeks of the semester. The specific courses in each Foundational Core category and the number of observations are presented in Table 1.

As reported in Table 1, the responses in the Written Communication area totaled 77 out of 249 students enrolled in all Written Communication courses for a response rate of 30.92%. The response rate in the Oral Communication courses was 28.82% (147 responses out of a total of 510). Overall, the response rate for fall 2016 was 29.5% for the Written and Oral Communication categories (224 responses out of a total enrollment of 759).

The General Studies Council determined in October 2015 that students in general studies courses should meet the standard of at least 70% of students achieving Proficient and Advanced for each identified learning outcome (both category and program level), where "Proficient" describes the skills of the typical student near the end of the course and "Advanced" is anything above proficient.

The assessment results for Written Communication learning outcomes (WC) are reported in Table 2. As shown in the last column of Table 2, the 70% goal was met for all of the Written Communication learning outcomes (WC 1 – WC 5). Over eighty percent of the responses were rated Proficient and Advanced for WC 3 – use context-appropriate conventions of written English. More than three-quarters of the responses for WC 1 – discern a writer's argument or purpose (76.26%); WC 2 – use appropriate sources responsibly (77.63%); and WC 5 – write in a manner appropriate to the audience and context (77.81%) were rated Proficient and Advanced. Although the 70% goal was met, the responses for WC 4 – form and support coherent position on an issue (71.23%) were the lowest of the five learning outcomes.

The assessment results for Oral Communication courses are reported in Table 3. As shown in the last column of Table 3, the goal of 70% Proficient and Advanced were met for all four of Oral Communication learning outcomes (OC) assessed: OC 1 – evaluate appropriate sources (89.73%); OC 2 – utilize effective verbal and non-verbal expressions (85.62%); OC 3 – deliver effective speeches appropriate to the context (91.78%); and OC 4 – orally present a coherent position on an issue (87.67%). Upon evaluation of the assessment results, it was discovered that the current assessment process does not measure OC 5 – assess oral argumentation as a critical consumer. Going forward, the instrument used in collecting assessment data will need to be revised so that this learning outcome is measured.

In addition to assessing the specific learning outcomes for Written and Oral Communication courses, the instruments used in the assessment process also measured the achievement on the GS Program Level learning outcomes; the assessment results for these Program Level learning outcomes are reported in Table 4.

As shown in the last column of Table 4, the 70% goal was met for the four Program Level learning outcomes (GS) measured. Over ninety percent of the responses were rated Proficient and Advanced for GS 3 – communicate effectively in spoken form (91.78%); over

eighty percent of the responses were rated Proficient and Advanced for GS 1 – evaluate information appropriate to the task (80.59%). More than three-quarters of the responses were rated Proficient and Advanced for GS 2 – apply principles of critical thinking to demonstrate integrative learning (76.26%) and GS 4 – communicate effectively in written form (77.81%).

Overall, the results reported above indicate that the 70% goal was met for all of the learning outcomes at the course level and program level. As mentioned earlier, although the initial 70% goal was reached, it should be recognized that the results reported above are from the first-time data collection in the assessment cycle. Thus, the results should be considered the first step in determining the base-line for achievement of the learning outcomes. As more data become available, recommendations for any potential changes can be made.

Table 1. Courses Included in GS Assessment in Fall 2016 and Responses.

Category	Course	Responses	Percent assessed
Written Communication:	ENG 102 Section 1	21	
	ENG 102 Section 3	17	
	ENG 102 Section 5	17	
	ENG 102 Section 7	22	
	Total	*77*	
	Enrollment in all ENG 102 courses (fall 2016)	*249*	*30.92*
Oral Communication:	SPCH 100 Section 1	16	
	SPCH 100 Section 4	22	
	SPCH 100 Section 6	24	
	SPCH 100 Section 15	23	
	SPCH 100 Section 17	13	
	ITEC 290 Section 1	15	
	ITEC 290 Section 3	17	
	ITEC 290 Section 6	17	
	Total	*147*	
	Enrollment in all Humanities Courses (spring 2015)	*510*	*28.82*

Table 2. Written Communication Assessment Results for Fall 2016 (Percent of Total Responses by Learning Outcomes).

Written Communication Learning Outcome (WC):	Does not meet	Beginning	Developing	Proficient	Advanced	***Proficient and Advanced***
WC 1: *Discern a writer's argument or purpose.*	0.91	2.28	20.55	50.23	26.03	***76.26***
WC 2: *Use appropriate sources responsibly.*	0.91	2.28	19.18	53.88	23.74	***77.63***
WC 3: *Use context-appropriate conventions in written English.*	0.68	0.68	18.49	60.96	19.18	***80.14***
WC 4: *Form and support coherent position on an issue.*	0.68	3.42	24.66	46.58	24.66	***71.23***
WC 5: *Write in a manner appropriate to the audience and context.*	0.82	1.64	19.73	54.52	23.29	***77.81***

Table 3. Oral Communication Assessment Results for Fall 2016 (Percent of Total Responses by Learning Outcomes).

Oral Communication Learning Outcome (OC):	Does not meet	Beginning	Developing	Proficient	Advanced	***Proficient and Advanced***
OC 1: *Evaluate appropriate sources.*	0.00	0.68	9.59	56.85	32.88	***89.73***
OC 2: *Utilize effective verbal and non-verbal expressions.*	0.00	1.03	13.36	59.59	26.03	***85.62***
OC 3: *Deliver effective speeches appropriate to the context.*	0.00	0.00	8.22	54.79	36.99	***91.78***
OC 4: *Orally present a coherent position on an issue.*	0.00	1.03	11.30	55.82	31.85	***87.67***
OC 5: *Assess oral argumentation as a critical consumer.*	0.00	0.00	0.00	0.00	0.00	***0.00***

Table 4. General Studies Program Level Assessment Results for Fall 2016 (Percent of Total Responses by Learning Outcomes).

Program Level Learning Outcome (GS):	Does not meet	Beginning	Developing	Proficient	Advanced	***Proficient and Advanced***
GS 1: *Evaluate information appropriate to the task.*	0.68	1.60	17.12	53.42	27.17	***80.59***
GS 2: *Apply principles of critical thinking to demonstrate integrative learning.*	0.91	2.28	20.55	50.23	26.03	***76.26***
GS 3: *Communicate effectively in spoken form.*	0.00	0.68	7.53	60.27	31.51	***91.78***
GS 4: *Communicate effectively in written form.*	0.82	1.64	19.73	54.52	23.29	***77.81***
GS 5: *Analyze cultural issues within a global context.*	N/A	N/A	N/A	N/A	N/A	***N/A***
GS 6: *Evaluate in context significant concepts relating to democracy.*	N/A	N/A	N/A	N/A	N/A	***N/A***

F. General Studies Portal Assessment Results (Spring 2017):

In accordance with the long-term assessment plan for General Studies Program, Portal courses were assessed in Spring 2017. A total of 343 responses were received.

Portal course assessment utilizes common assessment instruments and rubrics approved by the General Studies Council. The list of Portal courses selected for assessment were approved by the General Studies Council at the December 1, 2016 meeting; faculty responsible for the courses were then contacted and informed of the process to follow in conducting the assessment. Assessment results were collected using a Qualtrics survey during the last 3 weeks of the semester.

The General Studies Council determined in October 2015 that students in general studies courses should meet the standard of at least 70% of students achieving Proficient and Advanced for each identified learning outcome (both category and program level), where "Proficient" describes the skills of the typical student near the end of the course and "Advanced" is anything above proficient.

The assessment results for Portal learning outcomes (PO) are reported in Table 1. As shown in the last column of Table 1, the 70% goal was met for all of the Portal learning outcomes (PO 1 – PO 3). Almost three-quarters of the responses were rated Proficient and Advanced for PO 2 - interpret an argument through engaged discourse within the discipline (74.89%). The responses for both PO 3 - construct a cogent argument pertaining to the course topic (72.30%) and PO 1 - analyze critical issues confronting the individual and society (70.35%) were slightly above the 70% goal.

Comparing current assessment results to prior periods is also constructive. The comparison of Spring 2014 to Spring 2017 assessment results for Portal learning outcomes (PO) are reported in Table 2. As shown in Table 2, the 70% goal was not met for any of the Portal learning outcomes in Spring 2014; thus, meeting the 70% goal in the current period is definitely an improvement. One possible explanation for the improved performance is that faculty evaluators' expectation for work meeting the "Proficient" and "Advanced" level was closer to the level where students are actually performing. Another possible explanation is the adjustments made in the assessment data collection process. Regardless of the reason, given that the purpose and intent of the Portal course is to "help students become intentional learners" through developing critical thinking skills, the improvement in assessment results is a positive step.

In addition to assessing the specific learning outcomes for Portal courses, the instruments used in the assessment process also measured the achievement on the GS Program Level Learning Outcomes; the assessment results for these Program Level Learning Outcomes are reported in Table 3.

As shown in the last column of Table 3, the 70% goal was met for the four Program Level Learning Outcomes (GS) measured. Slightly more than three-quarters of the responses were rated Proficient and Advanced for GS 1 – evaluate information appropriate to the task (75.73%); slightly less than three-quarters of the responses for GS 4 – communicate effectively in written form (74.05%) were rated Proficient and Advanced. The responses for both GS 2 – apply principles of critical thinking (70.64%) and GS 5 – analyze cultural issues within a global context (70.35%) were slightly above the 70% goal.

The comparison of Spring 2014 to Spring 2017 assessment results for Program Level Learning Outcomes (GS) are reported in Table 4. As shown in Table 4, while the 70% goal was not met for any of the Program Level learning outcomes in Spring 2014, the 70% goal was met in Spring 2017; meeting the 70% goal in the current period is definitely an improvement. As mentioned above, possible explanations for the improved performance include closer alignment between faculty evaluators' expectations for work and the level where students are actually performing and adjustments made in the assessment data collection process.

Overall, the results reported above indicate that the 70% goal was met for all of the learning outcomes at the course level and program level. As mentioned earlier, there was a marked improvement in the results from the last assessment cycle (Spring 2014). Going forward, additional information

and feedback from instructors carrying out the assessment will be sought prior to making any recommendations regarding strategies to further improve the results. It should also be recognized that the results reported above are from the second-time data collection in the assessment cycle. Thus, the results should be considered another step in determining the base-line for achievement of the learning outcomes. As more data become available, recommendations for any potential changes can be made.

Table 1. Portal Assessment Results for Spring 2017 (Percent of Total Responses by Learning Outcomes).

Portal Learning Outcome (PO):	Does not meet	Beginning	Developing	Proficient	Advanced	***Proficient and Advanced***
PO 1: *Analyze critical issues confronting the individual and society, including a global context.*	0.87	3.49	25.29	53.20	17.15	***70.35***
PO 2: *Interpret an argument through engaged discourse within the discipline.*	0.44	4.38	20.29	57.66	17.23	***74.89***
PO 3: *Construct a cogent argument pertaining to the course topic.*	1.46	6.41	19.83	53.94	18.37	***72.30***

Table 2. Portal Assessment Results Comparison of Spring 2014 to Spring 2017 (Percent of Total Responses by Leaning Outcomes).

	PO 1: *Analyze critical issues confronting the individual and society, including a global context.*		**PO 2:** *Interpret an argument through engaged discourse within the discipline.*		**PO 3:** *Construct a cogent argument pertaining to the course topic.*	
	Spring 2014	Spring 2017	Spring 2014	Spring 2017	Spring 2014	Spring 2017
Does not meet	4.04	0.87	1.85	0.44	1.35	1.46
Beginning	22.22	3.49	15.99	4.38	12.12	6.41
Developing	34.01	25.29	34.01	20.29	28.62	19.83
Proficient	25.25	53.20	32.49	57.66	39.73	53.94
Advanced	14.48	17.15	15.66	17.23	18.18	18.37
Proficient and Advanced	***39.73***	***70.35***	***48.15***	***74.89***	***57.91***	***72.30***

Table 3. General Studies Program Level Assessment Results for Spring 2017 (Percent of Total Responses by Learning Outcomes).

Program Level Learning Outcome (GS):	Does not meet	Beginning	Developing	Proficient	Advanced	***Proficient and Advanced***
GS 1: *Evaluate information appropriate to the task.*	0.29	4.39	19.59	59.65	16.08	***75.73***
GS 2: *Apply principles of critical thinking to demonstrate integrative learning.*	0.29	4.07	25.00	52.33	18.31	***70.64***
GS 3: *Communicate effectively in spoken form.*	N/A	N/A	N/A	N/A	N/A	***N/A***
GS 4: *Communicate effectively in written form.*	0.58	4.37	20.99	55.69	18.37	***74.05***
GS 5: *Analyze cultural issues within a global context.*	0.87	3.49	25.29	53.20	17.15	***70.35***
GS 6: *Evaluate in context significant concepts relating to democracy.*	N/A	N/A	N/A	N/A	N/A	***N/A***

Table 4. General Studies Program Level Assessment Results Comparison of Spring 2014 to Spring 2017 (Percent of Total Responses by Leaning Outcomes).

	GS 1: *Evaluate information appropriate to the task*		GS 2: *Apply principles of critical thinking*		GS 4: *Communicate effectively in written form*		GS 5: *Analyze cultural issues within a global context*	
	Spring 2014	Spring 2017	Spring 2014	Spring 2017	Spring 2014	Spring 2017	Spring 2014	Spring 2017
Does not meet	3.03	0.29	1.35	0.29	0.67	0.58	4.04	0.87
Beginning	19.53	4.39	15.15	4.07	12.46	4.37	22.22	3.49
Developing	29.63	19.59	38.72	25.00	38.38	20.99	34.01	25.29
Proficient	31.99	59.65	25.93	52.33	33.00	55.69	25.25	53.20
Advanced	15.82	16.08	18.86	18.31	15.49	18.37	14.48	17.15
Proficient and Advanced	***47.81***	***75.73***	***44.78***	***70.64***	***48.4***	***74.05***	***39.73***	***70.35***

G. General Studies Math and Democracy in Perspective Assessment Results (Fall 2017):

MATH 102 General Studies Assessment Report Fall 2017

Introduction For fall 2017, the GS assessment portion of the final exam for MATH 102 used the same questions that were used in fall 2014.[1] Each course instructor evaluated the GS assessment portion for their own students. In ten sections of MATH 102, a total of 258 students completed the final exam.
GS Program level Outcomes Each of the five questions used for assessment relates to GS program outcome One (Evaluate information appropriate to the task).
GS Math Outcomes The five GS Math Learning Outcomes are:
1. Apply mathematical logic to solve equations.
2. Describe problems using mathematical language.
3. Solve problems given in mathematical language using mathematical or statistical tools.
4. Interpret numerical data or graphical information using mathematical concepts and methods.
5. Construct logical arguments using mathematical language and concepts.
6. Use mathematical software effectively.

Results Figure 1 summarizes the results for the 258 students who took the final exam. Except for Question 4, each question had more than one part. Specifically, Question 1 had four parts, Question 2, seven parts, Question 3, two parts, Question 4, one part, and Question 5, two parts. Weighting each equation by its number of parts, Figure 2 shows a weighted percent of students who were Proficient or Advanced for each of the five math learning outcomes.

Math Outcome	Question	0–19%	20–39%	40–59%	60–79%	80–100%	Percent Proficient or Advanced
1,3,5,6	1	4	17	35	59	143	78%
1,2,3,4,5,6	2	9	35	36	58	120	69%
1,2,3,4,5,6	3	13	18	55	52	120	67%
1,3,5,6	4	17	24	27	57	133	74%
1,4	5	7	27	26	51	147	77%

Figure 1: For each question (one through five) columns three through seven show the number of students who earned an evaluation of Did not Meet Criteria (0–19%), Beginning (20–39%), Developing (40–59%), Proficient (60–79%), or Advanced (80–100%). The final column shows the number of students who earned an evaluation of at least proficient (60–100%). All percents were rounded to the nearest integer.

Math Outcome	Percent Proficient or Advanced
1	72%
2	68%
3	72%
4	70%
5	72%

Figure 2: For each of the five Math learning outcomes, this table shows the weighted percent of students who were either proficient or advanced. All percents were rounded to the nearest integer.

General Studies Democracy in Perspective Assessment Results (Fall 2017):

In accordance with the long-term assessment plan for General Studies Program, Democracy in Perspective courses were assessed in Fall 2017. A total of 182 responses were received.

Democracy in Perspective course assessment utilizes common assessment instruments and rubrics approved by the General Studies Council. The list of Democracy in Perspective courses selected for assessment were approved by the General Studies Council at the April 30, 2017 meeting; faculty responsible for the courses were then contacted and informed of the process to follow in conducting the assessment. Assessment results were collected using a Qualtrics survey during the last 3 weeks of the semester. The specific courses and the number of observations are presented in Table 1.

As reported in Table 1, the responses in the Democracy in Perspective area totaled 182 out of 584 students enrolled in all Democracy courses for a response rate of 31.16%.

The General Studies Council determined in October 2015 that students in general studies courses should meet the standard of at least 70% of students achieving Proficient and Advanced for each identified learning outcome (both category and program level), where "Proficient" describes the skills of the typical student near the end of the course and "Advanced" is anything above proficient.

The assessment results for Democracy in Perspective courses are reported in Table 2. As shown in the last column of Table 2, the goal of 70% Proficient and Advanced were met for two of the three Democracy Learning Outcomes (DP): DP 2 – analyze how citizens engage in democracy (73.48%); and DP 3 – evaluate democratic practices across different contexts (73.08%). Although the 70% goal was not met for DP 1 – explain roles that democratic concepts play in a just democracy (64.84%), over sixty percent of the responses were at the Proficient and Advanced level.

Comparing current assessment results to prior periods is also constructive. The comparison of Fall 2015 to Fall 2017 assessment results for Democracy in Perspective learning outcomes (DP) are reported in Table 3. As shown in Table 3, the 70% goal was met for all of

the Democracy in Perspective learning outcomes in Fall 2015; thus, meeting the 70% goal for two of the three learning outcomes in the current period is a decline in achievement. One possible explanation for the observed decline is that faculty evaluators' expectation for work meeting the "Proficient" and "Advanced" level was closer to the level where students are actually performing. Another possible explanation is the adjustments made in the assessment data collection process.

In addition to assessing the specific learning outcomes for Democracy in Perspective courses, the instruments used in the assessment process also measured the achievement on the GS Program Level Learning Outcomes; the assessment results for these Program Level Learning Outcomes are reported in Table 4.

As shown in the last column of Table 4, the 70% goal was met for the three Program Level Learning Outcomes (GS) measured. Slightly less than three-quarters of the responses for GS 1 – evaluate information appropriate to the task (72.15%) and GS 2 – apply principles of critical thinking to demonstrate integrative learning (73.08%) were rated Proficient and Advanced. The responses for GS 6 – evaluate in context significant concepts relating to democracy (70.46%) were slightly above the 70% goal.

The comparison of Fall 2015 to Fall 2017 assessment results for Program Level Learning Outcomes (GS) are reported in Table 5. As shown in Table 5, while the 70% goal was met for all of the Program Level learning outcomes in both Fall 2015 and Fall 2017, achievement levels were lower in Fall 2017. As mentioned above, possible explanations for the reduced performance include closer alignment between faculty evaluators' expectations for work and the level where students are actually performing and adjustments made in the assessment data collection process.

Overall, the results reported above indicate that the 70% goal was met for two of the three learning outcomes at the course level and all of the learning outcomes at the program level. As mentioned earlier, there was a decline in the results from the last assessment cycle (Fall 2015). Going forward, additional information and feedback from instructors carrying out the assessment will be sought prior to making any recommendations regarding strategies to further improve the results. It should also be recognized that the results reported above are from the second-time data collection in the assessment cycle. Thus, the results should be considered another step in determining the base-line for achievement of the learning outcomes. As more data become available, recommendations for any potential changes can be made.

Table 1. Democracy in Perspective Courses Included in GS Assessment in Fall 2017 and Responses.

Course	Responses	Percent assessed
GEOG 323	21	
HIST 176	22	
ITEC 225	0	
PSCI 170	30	
PHIL 105	9	
SOWK 170	100	
Total	*182*	
Enrollment in all Democracy Courses (fall 2017)	*584*	*31.16*

Table 2. Democracy in Perspective Assessment Results for Fall 2017 (Percent of Total Responses by Learning Outcomes).

Democracy Learning Outcome (DP):	Does not meet	Beginning	Developing	Proficient	Advanced	***Proficient and Advanced***
DP 1: *Explain the roles that democratic concepts, including individual rights, play in a just democracy.*	4.40	3.85	26.92	39.56	25.27	***64.84***
DP 2: *Analyze how citizens engage in democracy.*	2.21	3.87	20.44	48.07	25.41	***73.48***
DP 3: *Evaluate democratic practices across different contexts (such as settings, time, socioeconomic conditions, cultures, and political boundaries).*	1.65	3.85	21.43	47.25	25.82	***73.08***

Table 3. Democracy in Perspective Assessment Results Comparison of Fall 2015 to Fall 2017 (Percent of Total Responses by Leaning Outcomes).

	DP 1: *Explain the roles that democratic concepts, including individual rights, play in a just democracy.*		**DP 2:** *Analyze how citizens engage in democracy.*		**DP 3:** *Evaluate democratic practices across different contexts (such as settings, time, socioeconomic conditions, cultures, and political boundaries).*	
	Fall 2015	Fall 2017	Fall 2015	Fall 2017	Fall 2015	Fall 2017
Does not meet	2.92	4.40	2.34	2.21	2.34	1.65
Beginning	0.00	3.85	0.58	3.87	2.34	3.85
Developing	12.28	26.92	14.04	20.44	11.70	21.43
Proficient	66.67	39.56	60.82	48.07	68.42	47.25
Advanced	18.13	25.27	22.22	25.41	15.20	25.82
Proficient and Advanced	***84.80***	***64.84***	***83.04***	***73.48***	***83.63***	***73.08***

Table 4. General Studies Program Level Assessment Results for Fall 2017 (Percent of Total Responses by Learning Outcomes).

Program Level Learning Outcome (GS):	Does not meet	Beginning	Developing	Proficient	Advanced	***Proficient and Advanced***
GS 1: *Evaluate information appropriate to the task.*	3.54	7.74	16.57	28.45	43.71	***72.15***
GS 2: *Apply principles of critical thinking to demonstrate integrative learning.*	1.65	3.85	21.43	47.25	25.82	***73.08***
GS 3: *Communicate effectively in spoken form.*	N/A	N/A	N/A	N/A	N/A	***N/A***
GS 4: *Communicate effectively in written form.*	N/A	N/A	N/A	N/A	N/A	***N/A***
GS 5: *Analyze cultural issues within a global context.*	N/A	N/A	N/A	N/A	N/A	***N/A***
GS 6: *Evaluate in context significant concepts relating to democracy.*	2.75	3.85	22.94	44.95	25.50	***70.46***

Table 5. General Studies Program Level Assessment Results Comparison of Fall 2015 to Fall 2017 (Percent of Total Responses by Leaning Outcomes).

	GS 1: *Evaluate information appropriate to the task*		GS 2: *Apply principles of critical thinking to demonstrate integrative learning*		GS 6: *Evaluate in context significant concepts relating to democracy*	
	Fall 2015	Fall 2017	Fall 2015	Fall 2017	Fall 2015	Fall 2017
Does not meet	2.53	3.54	2.34	1.65	2.53	2.75
Beginning	0.97	7.74	0.58	3.85	0.97	3.85
Developing	12.67	16.57	14.04	21.43	12.67	22.94
Proficient	65.30	28.45	60.82	47.25	65.30	44.95
Advanced	18.52	43.71	22.22	25.82	18.52	25.50
Proficient and Advanced	***83.82***	***72.15***	***83.04***	***73.08***	***83.82***	***70.46***

H. General Studies Aesthetics, Humanities, and Social Sciences Assessment Results (Spring 2018):

In accordance with the long-term assessment plan for General Studies Program, distribution courses in the Aesthetics, Humanities, and Social Sciences categories were assessed in Spring 2018.

The goal was to collect assessment data from 25% of the courses in each of the distribution areas; courses to be assessed were selected using the following criteria: ***diversity*** (variety of course pre-fixes chosen), ***representation*** (number of Departments contributing courses and level of their participation), ***multiple-sections*** (courses selected had multiple sections offered), and ***enrollments*** (selected courses had enrollments of less than 30 students). Honors courses are excluded from the selection process.

The specific courses selected for assessment were approved by the General Studies Council at the December 2017 meeting; faculty responsible for the courses were then contacted and informed of the process to follow in conducting the assessment. Assessment results were collected using a Qualtrics survey during the last 3 weeks of the semester. The specific courses in each distribution category and the number of observations are presented in Table 1.

As reported in Table 1, the responses in the Aesthetics area totaled 65 out of 522 students enrolled in all Aesthetics courses for a response rate of 12.45%. The response rate in the Humanities courses was 23.88% (218 responses out of a total of 913) and 19.95% for Social Sciences courses (255 responses out of total enrollment of 1,278). Overall, the response rate for spring 2018 was 19.8% for the three categories Aesthetics, Humanities, and Social Sciences (538 responses out of a total enrollment of 2,713).

The General Studies Council has determined that students in general studies courses should meet the standard of at least 70% of students achieving Proficient and Advanced for each identified learning outcome (both category and program level), where "Proficient" describes the skills of the typical student near the end of the course and "Advanced" is anything above proficient.

The assessment results for Aesthetics distribution courses are reported in Table 2. As shown in the last column of Table 2, the goal of 70% Proficient and Advanced were met for the following Aesthetic Learning Outcomes (AO): AO 1 – articulate the relevance of the Aesthetics course to their general education (76.56%); AO 3 – identify the structure of a work of art by describing its elements (78.13%); and AO 4 – interpret a work of art using concepts appropriate to its medium (79.69%). The two outcomes that did not achieve the goal were AO 2 – explain the significance of a work of art within its context (59.38%) and AO 5 – distinguish between works of art from various time periods (59.38%). It should be noted that one explanation for not meeting the 70% goal for AO 2 and AO 5 is that over 30% of the responses for each learning outcome were in the Not Assessed category.

The assessment results for Humanities distribution courses are reported in Table 3. As shown in the last column of Table 3, the results show that the goal of 70% Proficient and Advanced were met for all five Humanities Learning Outcomes (HO): HO 1 - articulate the relevance of the Humanities course to their general education (72.36%); HO 2 – analyze primary sources using methodologies appropriate to disciplines in the Humanities (72.56%); HO 3 – create coherent positions based on the interpretation of primary sources (71.14%); HO 4 – communicate effectively using the modes of discourse appropriate to the discipline (72.90%); and HO 5 – evaluate primary sources in cultural, literary, or philosophical contexts (72.56%).

The assessment results for Social Sciences distribution courses are reported in Table 4. As shown in the last column of Table 4, the goal of 70% Proficient and Advanced were met for the following Social Science Learning Outcomes (SS): SS 1 – articulate the relevance of the Social Science course to their general education (75.29%) and SS 2 – describe the basic concepts and methods used in social science discipline (79.22). Although not meeting the goal, SS 3 – demonstrate how basic concepts and methods from a social science discipline explain individual or group behavior (69.80%) was very close to the threshold. The two outcomes that did not achieve the 70% goal were SS 4 – evaluate the connection between social science research and social or political policy (54.90%) and SS 5 – apply concepts and methods from a social science discipline to social science research (52.55%). It should be noted that one explanation for not meeting the 70% goal for SS 4 and SS5 is that 18% of the responses were in the Not Assessed category.

Comparing current assessment results to prior periods is also constructive. The comparison of Spring 2015 to Spring 2018 assessment results for the Aesthetics, Humanities, and Social Sciences distribution categories are reported in Tables 2A, 3A, and 4A, respectively.

As shown in Table 2A, the 70% goal was met for four of the five Aesthetics learning outcomes in Spring 2015; thus, meeting the 70% goal for only three of the five learning outcomes in the current period could be interpreted as a decline in achievement. However, it should be noted that improved scores in Spring 2018 were observed for AO 1 – articulate the relevance of the Aesthetics course to their general education (from 65.31% to 76.56%); AO 3 – identify the structure of a work of art by describing its elements (from 78.00% to 78.13%); and AO 4 – interpret a work of art using concepts appropriate to its medium (from 77.33% to 79.69%). In addition, the two learning outcomes with reduced scores in Spring 2018, AO 2 – explain the significance of a work of art within its context (from 84.67% to 59.38%) and AO 5 – distinguish between works of art from various time periods and cultures (from 84.67% to 59.38%), have a large proportion of responses in the Not Assessed category. Lastly, the 12.45% response rate for Aesthetics courses in Spring 2018 was quite low compared to the 28.8% response rate in Spring 2015.

As shown in Table 3A, the 70% goal was met for all of the Humanities learning outcomes in both Spring 2015 and Spring 2018; however, reduced scores were observed for four of the five learning outcomes. Compared to Spring 2015, the following learning outcomes had reduced scores in Spring 2018: HO 2 – analyze primary sources using methodologies appropriate to disciplines in the Humanities (from 73.66% to 72.56%); HO 3 – create coherent positions based on the interpretation of primary sources (from 79.02% to 71.14%); HO 4 – communicate effectively using the modes of discourse appropriate to the discipline (from 73.66% to 72.90%); and HO 5 – evaluate primary sources in cultural, historical, literary, or philosophical contexts (from 73.66% to 72.56%). A slight improvement in scores for HO 1 – articulate the relevance of the Humanities course to their general education (from 71.43% to 72.36%). With the exception of HO 3, the difference between the scores in Spring 2015 and Spring 2018 are all less than 1%. One possible explanation for the observed changes is that faculty evaluators' expectation for work meeting the "Proficient" and "Advanced" level was closer to the level where students are actually performing. Another possible explanation is the adjustments made in the assessment data collection process.

As shown in Table 4A, only two of the five Social Sciences learning outcomes met the 70% goal in the current period compared to three out of the five in Spring 2015; further, reduced scores were observed for three of the five learning outcomes. Although the 70% goal

was met in both Spring 2015 and Spring 2018, reduced scores were observed for both SS 1 – articulate the relevance of the Social Science (from 78.06% to 75.29%) and SS 2 – describe basic concepts and methods used in a social science discipline (from 81.05% to 79.22%). Reduced scores were also recorded for SS 3 – demonstrate how basic concepts and methods from a social science discipline explain individual or group behavior (from 75.47% to 69.80%) in the current period. However, it should be noted that improved scores in Spring 2018 were observed for SS 4 – evaluate the connection between social science research and social or political policy (from 47.21% to 54.90%) and SS 5 – apply concepts and methods from a social science discipline to social science research (from 50.19% to 52.55%) even though both of these outcomes have almost 20% of responses in the Not Assessed category. One possible explanation for the observed changes is that faculty evaluators' expectation for work meeting the "Proficient" and "Advanced" level was closer to the level where students are actually performing. Another possible explanation is the adjustments made in the assessment data collection process.

In addition to assessing the specific learning outcomes for the courses in the Aesthetics, Humanities, and Social Sciences distribution categories, the instruments used in the assessment process also measured the achievement on the GS Program Level Learning Outcomes; the assessment results for these Program Level Learning Outcomes are reported in Table 5.

As shown in the last column of Table 5, the goal of 70% Proficient and Advanced were met for the following Program Level Learning Outcomes (GS): GS 1 – evaluate information appropriate to the task (73.76%); GS 3 – communicate effectively in spoken form (71.14%); GS 4 – communicate effectively in written form (72.84%); and GS 6 – evaluate in context significant concepts relating to democracy (71.95%). The only two outcomes that did not achieve the 70% goal was GS 2 – apply principles of critical thinking to demonstrate integrative learning (65.32%) and GS 5 – analyze cultural issues within a global context (69.35%).

The comparison of Spring 2015 to Spring 2018 assessment results for Program Level Learning Outcomes (GS) are reported in Table 5A. As shown in Table 5A, only four of the six GS learning outcomes met the 70% goal in the current period compared to five out of the six in Spring 2015; further, reduced scores were observed for five of the six learning outcomes. Although the 70% goal was met in both Spring 2015 and Spring 2018, reduced scores were observed for both GS 1 – evaluate information appropriate to the task (from 75.65% to 73.76%); GS 3 – communicate effectively in spoken form (from 79.02% to 71.14%); GS 4 – communicate effectively in written form (from 76.36% to 72.84%); and GS 6 – evaluate in context significant concepts relating to democracy (from 73.66% to 71.95%). Reduced scores were also recorded for GS 5 – analyze cultural issues within a global context (from 78.08% to 69.35%) in the current period. However, it should be noted that improved scores in Spring 2018 were observed for GS 2 – apply principles of critical thinking to demonstrate integrative learning (from 62.32% to 65.32%). As mentioned above, possible explanations for the reduced performance include closer alignment between faculty evaluators' expectations for work and the level where students are actually performing and adjustments made in the assessment data collection process.

Overall, the results reported above indicate that the 70% goal was met for the majority of the learning outcomes in the Aesthetics (3 out of 5) and Humanities (5 out of 5) distribution categories and program level (4 out of 6), but only two of the five Social Sciences' learning outcomes met the 70% goal. As mentioned earlier, there was a decline in the results from the last assessment cycle (Spring 2015); however, given that different courses are assessed each cycle, some variation in scoring by instructor and by course is not unexpected. Going forward, additional information and feedback from instructors carrying out the assessment will be sought prior to making any

recommendations regarding strategies to further improve the results. It should also be recognized that the results reported above are from the second-time data collection in the assessment cycle. Thus, the results should be considered another step in determining the base-line for achievement of the learning outcomes. As more data become available, recommendations for any potential changes can be made.

Table 1. Courses Included in GS Assessment in Spring 2018 and Responses.

Category	Course	Responses	Percent assessed
Aesthetics:	ART 100	23	
	MUS 100	24	
	MUS 107	17	
	DANC 122	1	
	Total	*65*	
	Enrollment in all Aesthetics Courses (spring 2018)	*522*	*12.45*
Humanities:	ENG 250	12	
	ENG 251	19	
	ENG 253	21	
	HIST 210	62	
	HIST 250	53	
	PHIL 100	51	
	SPCH 154	28	
	Total	*218*	
	Enrollment in all Humanities Courses (spring 2018)	*913*	*23.88*
Social Sciences:	ECON 270	47	
	ETHS 101	11	
	FSID 151	45	
	GEOG 106	16	
	ITEC 210	25	
	PSY 203	89	
	WSTD 220	22	
	Total	*255*	
	Enrollment in all Humanities Courses (spring 2018)	*1,278*	*19.95*

Table 2. Aesthetics Assessment Results for Spring 2018 (Percent of Total Responses by Learning Outcomes).

Aesthetics Learning Outcome (AO):	Not Assessed	Does not meet	Beginning	Developing	Proficient	Advanced	*Proficient and Advanced*
AO 1: *Articulate the relevance of the Aesthetics course to their general education.*	0.00	3.13	7.81	12.50	54.69	21.88	*76.56*
AO 2: *Explain the significance of a work of art within its context (i.e., cultural, historical).*	32.81	1.56	1.56	4.69	39.06	20.31	*59.38*
AO 3: *Identify the structure of a work of art (visual/music/theater/dance) by describing its elements.*	0.00	1.56	9.38	10.94	54.69	23.44	*78.13*
AO 4: *Interpret a work of art using concepts appropriate to its medium.*	0.00	1.56	9.38	9.38	50.00	29.69	*79.69*
AO 5: *Distinguish between works of art from various time periods and cultures.*	32.81	1.56	1.56	4.69	39.06	20.31	*59.38*

Table 3. Humanities Assessment Results for Spring 2018 (Percent of Total Responses by Learning Outcomes).

Humanities Learning Outcome (HO):	Not Assessed	Does not meet	Beginning	Developing	Proficient	Advanced	*Proficient and Advanced*
HO 1: *Articulate the relevance of the Humanities course to their general education.*	0.00	2.85	5.89	18.70	38.41	33.94	*72.36*
HO 2: *Analyze primary sources using methodologies appropriate to disciplines in the Humanities.*	0.00	3.25	5.28	18.70	37.60	34.96	*72.56*
HO 3: *Create coherent positions based on the interpretation of primary sources.*	0.41	2.85	4.47	21.14	36.59	34.55	*71.14*
HO 4: *Communicate effectively using the modes of discourse appropriate to the discipline.*	0.00	3.25	5.15	18.56	39.02	33.88	*72.90*
HO 5: *Evaluate primary sources in cultural, historical, literary, or philosophical contexts.*	0.41	3.25	5.28	18.70	37.60	34.96	*72.56*

Table 4. Social Sciences Assessment Results for Spring 2018 (Percent of Total Responses by Learning Outcomes).

Social Sciences Learning Outcome (SS):	Not Assessed	Does not meet	Beginning	Developing	Proficient	Advanced	*Proficient and Advanced*
SS 1: *Articulate the relevance of the Social Science course to their general education.*	0.0	0.78	3.14	20.78	36.47	38.82	*75.29*
SS 2: *Describe basic concepts and methods used in a social science discipline.*	0.00	0.39	3.53	16.86	30.98	48.24	*79.22*
SS 3: *Demonstrate how basic concepts and methods from a social science discipline explain individual or group behavior.*	0.00	0.39	5.49	24.31	30.98	38.82	*69.80*
SS 4: *Evaluate the connection between social science research and social or political policy.*	18.43	6.27	6.67	13.73	26.27	28.63	*54.90*
SS 5: *Apply concepts and methods from a social science discipline to social science research.*	18.43	4.31	4.31	20.39	23.92	28.63	*52.55*

Table 5. General Studies Program Level Assessment Results for Spring 2018 (Percent of Total Responses by Learning Outcomes).

Program Level Learning Outcome (GS):	Not Assessed	Does not meet	Beginning	Developing	Proficient	Advanced	*Proficient and Advanced*
GS 1: *Evaluate information appropriate to the task.*	0.12	1.84	4.84	19.44	36.54	37.22	*73.76*
GS 2: *Apply principles of critical thinking to demonstrate integrative learning.*	7.32	3.89	5.41	18.06	33.16	32.16	*65.32*
GS 3: *Communicate effectively in spoken form.*	0.41	2.85	4.47	21.14	36.59	34.55	*71.14*
GS 4: *Communicate effectively in written form.*	2.21	2.92	5.23	16.80	42.05	30.78	*72.84*
GS 5: *Analyze cultural issues within a global context.*	7.10	2.58	5.16	15.81	36.13	33.23	*69.35*
GS 6: *Evaluate in context significant concepts relating to democracy.*	0.41	2.85	6.10	18.70	35.37	36.59	*71.95*

Table 2A. Aesthetics Assessment Results Comparison of Spring 2015 to Spring 2018 (Percent of Total Responses by Learning Outcomes).

Aesthetics Learning Outcome (AO):	Not Assessed	Does not meet	Beginning	Developing	Proficient	Advanced	*Proficient and Advanced*
AO 1: *Articulate the relevance of the Aesthetics course to their general education.*							
Spring 2015	0.00	2.72	8.16	23.81	51.02	14.29	*65.31*
Spring 2018	0.00	3.13	7.81	12.50	54.69	21.88	*76.56*
AO 2: *Explain the significance of a work of art within its context (i.e., cultural, historical).*							
Spring 2015	2.00	0.67	2.67	10.00	58.00	26.67	*84.67*
Spring 2018	32.81	1.56	1.56	4.69	39.06	20.31	*59.38*
AO 3: *Identify the structure of a work of art (visual/music/theater/dance) by describing its elements.*							
Spring 2015	2.67	0.67	4.00	14.67	62.67	15.33	*78.00*
Spring 2018	0.00	1.56	9.38	10.94	54.69	23.44	*78.13*
AO 4: *Interpret a work of art using concepts appropriate to its medium.*							
Spring 2015	2.67	0.00	4.00	16.00	56.00	21.33	*77.33*
Spring 2018	0.00	1.56	9.38	9.38	50.00	29.69	*79.69*
AO 5: *Distinguish between works of art from various time periods and cultures.*							
Spring 2015	2.00	0.67	2.67	10.00	58.00	26.67	*84.67*
Spring 2018	32.81	1.56	1.56	4.69	39.06	20.31	*59.38*

Table 3A. Humanities Assessment Results Comparison of Spring 2015 to Spring 2018 (Percent of Total Responses by Learning Outcomes).

Humanities Learning Outcome (HO):	Not Assessed	Does not meet	Beginning	Developing	Proficient	Advanced	*Proficient and Advanced*
HO 1: *Articulate the relevance of the Humanities course to their general education.*							
Spring 2015	0.00	1.79	2.68	24.11	44.64	26.79	*71.43*
Spring 2018	0.00	2.85	5.89	18.70	38.41	33.94	*72.36*
HO 2: *Analyze primary sources using methodologies appropriate to disciplines in the Humanities.*							
Spring 2015	0.00	1.56	3.57	21.21	50.89	22.77	*73.66*
Spring 2018	0.00	3.25	5.28	18.70	37.60	34.96	*72.56*
HO 3: *Create coherent positions based on the interpretation of primary sources.*							
Spring 2015	0.00	1.34	2.68	16.96	56.70	22.32	*79.02*
Spring 2018	0.41	2.85	4.47	21.14	36.59	34.55	*71.14*
HO 4: *Communicate effectively using the modes of discourse appropriate to the discipline.*							
Spring 2015	0.00	1.56	3.57	21.21	50.89	22.77	*73.66*
Spring 2018	0.00	3.25	5.15	18.56	39.02	33.88	*72.90*
HO 5: *Evaluate primary sources in cultural, historical, literary, or philosophical contexts.*							
Spring 2015	0.00	1.56	3.57	21.21	50.89	22.77	*73.66*
Spring 2018	0.41	3.25	5.28	18.70	37.60	34.96	*72.56*

Table 4A. Social Sciences Assessment Results Comparison of Spring 2015 to Spring 2018 (Percent of Total Responses by Learning Outcomes).

Social Sciences Learning Outcome (SS):	Not Assessed	Does not meet	Beginning	Developing	Proficient	Advanced	*Proficient and Advanced*
SS 1: *Articulate the relevance of the Social Science course to their general education.*							
Spring 2015	0.00	0.37	3.35	18.22	43.12	37.94	*78.06*
Spring 2018	0.0	0.78	3.14	20.78	36.47	38.82	*75.29*
SS 2: *Describe basic concepts and methods used in a social science discipline.*							
Spring 2015	0.00	1.49	1.49	15.99	47.96	33.09	*81.05*
Spring 2018	0.00	0.39	3.53	16.86	30.98	48.24	*79.22*
SS 3: *Demonstrate how basic concepts and methods from a social science discipline explain individual or group behavior.*							
Spring 2015	0.00	1.86	3.72	18.96	46.10	29.37	*75.47*
Spring 2018	0.00	0.39	5.49	24.31	30.98	38.82	*69.80*
SS 4: *Evaluate the connection between social science research and social or political policy.*							
Spring 2015	19.70	8.55	3.72	20.82	32.34	14.87	*47.21*
Spring 2018	18.43	6.27	6.67	13.73	26.27	28.63	*54.90*
SS 5: *Apply concepts and methods from a social science discipline to social science research.*							
Spring 2015	0.00	11.15	7.06	31.60	34.20	15.99	*50.19*
Spring 2018	18.43	4.31	4.31	20.39	23.92	28.63	*52.55*

Table 5A. General Studies Program Level Assessment Results Comparison of Spring 2015 to Spring 2018 (Percent of Total Responses by Learning Outcomes).

Program Level Learning Outcome (GS):	Not Assessed	Does not meet	Beginning	Developing	Proficient	Advanced	*Proficient and Advanced*
GS 1: *Evaluate information appropriate to the task.*							
Spring 2015	0.26	1.42	3.67	19.01	49.36	26.29	*75.65*
Spring 2018	0.12	1.84	4.84	19.44	36.54	37.22	*73.76*
GS 2: *Apply principles of critical thinking to demonstrate integrative learning.*							
Spring 2015	5.02	5.28	4.49	22.89	43.22	19.10	*62.32*
Spring 2018	7.32	3.89	5.41	18.06	33.16	32.16	*65.32*
GS 3: *Communicate effectively in spoken form.*							
Spring 2015	0.00	1.34	2.68	16.96	56.70	22.32	*79.02*
Spring 2018	0.41	2.85	4.47	21.14	36.59	34.55	*71.14*
GS 4: *Communicate effectively in written form.*							
Spring 2015	1.05	1.24	4.11	17.22	55.69	20.67	*76.36*
Spring 2018	2.21	2.92	5.23	16.80	42.05	30.78	*72.84*
GS 5: *Analyze cultural issues within a global context.*							
Spring 2015	0.80	1.07	2.94	17.11	53.48	24.60	*78.08*
Spring 2018	7.10	2.58	5.16	15.81	36.13	33.23	*69.35*
GS 6: *Evaluate in context significant concepts relating to democracy.*							
Spring 2015	0.00	1.34	3.13	21.88	50.45	23.21	*73.66*
Spring 2018	0.41	2.85	6.10	18.70	35.37	36.59	*71.95*

I. General Studies Natural Sciences, Analytical & Quantitative Thought, and Wellness Assessment Results (Fall 2018):

In accordance with the long-term assessment plan for General Studies Program, distribution courses in the Natural Sciences, Analytical & Quantitative Thought, and Wellness categories were assessed in Fall 2018.

The goal was to collect assessment data from 25% of the courses in each of the categories; courses to be assessed were selected using the following criteria: ***diversity*** (variety of course pre-fixes chosen), ***representativeness*** (number of Departments contributing courses and level of their participation), ***multiple-sections*** (courses selected had multiple sections offered), and ***enrollments*** (selected courses had enrollments of less than 30 students). Honors courses are excluded from the selection process.

The specific courses selected for assessment were approved by the General Studies Council at the April 26, 2018 meeting; faculty responsible for the courses were then contacted and informed of the process to follow in conducting the assessment. Assessment results were collected using a Qualtrics survey during the last 3 weeks of the semester. The specific courses in each distribution category and the number of observations are presented in Table 1.

As reported in Table 1, the response rate in the Natural Sciences area was 18.13% (438 responses out of a total of 2,416); however, the 21.79% response rate for Natural Sciences lecture courses (289 responses out of a total 1,326) was slightly higher than the 14.27% response rate for Natural Sciences lab courses (149 responses out of a total 1,044). Responses in the A&Q Thought category totaled 115 out of 457 students enrolled in all A&Q Thought courses for a response rate of 25.16%. The response rate for Wellness courses was 13.99% (89 responses out of total enrollment of 636). Overall, the response rate for fall 2018 was 17.93% for the three distribution categories Natural Sciences, A&Q Thought, and Wellness (642 responses out of a total enrollment of 3,581).

The General Studies Council has determined that students in general studies courses should meet the standard of at least 70% of students achieving Proficient and Advanced for each identified learning outcome (both category and program level), where "Proficient" describes the skills of the typical student near the end of the course and "Advanced" is anything above proficient.

The assessment results for Natural Science distribution courses are reported in Table 2, with the last column showing the Proficient and Advanced achievement level. As shown in Table 2, over 60% of the responses were Proficient and Advanced for the following learning outcomes: NS 1 – articulate the relevance of the Natural Science course to the general education (63.67%); NS 2 – explain how knowledge of natural science is applicable to their lives (69.90%); NS 3 – apply appropriate scientific methodology within one of the natural sciences; and NS 5 – analyze scientific data acquired through laboratory experiences in one of the natural sciences (66.44%). The learning outcome with the lowest Proficient and Advanced rating was NS 4 – evaluate the validity and limitations of scientific theories and claims (52.96%). Although the 70% goal was not met for any of the learning outcomes, over one-half of the responses were at the Proficient and Advanced level for all learning outcomes.

The assessment results for Analytical & Quantitative Thought distribution courses are reported in Table 3. As shown in the last column of Table 3, the goal of 70% Proficient and Advanced were met for the following Analytical & Quantitative Thought Learning Outcomes (AQ): AQ 1 – articulate the relevance of the A&Q Thought course to their general education (76.11%); AQ 2 – express formal relationships using various forms of analytical reasoning (78.76%); AQ 3 – define problems using techniques appropriate to the discipline (84.07%); AQ 5 – draw appropriate inferences from data (83.33%); and AQ 6 – evaluate analytical results for reasonableness (83.33%). The only outcome that did not achieve the 70% goal was AQ 4 – solve problems using techniques appropriate to the discipline (67.26%).

The assessment results for Wellness distribution courses are reported in Table 4, with the last column showing the Proficient and Advanced achievement level. As shown in Table 4, over 50% of the responses were Proficient and Advanced for the following Wellness Learning Outcomes (WO):

WO 1 – articulate relevance of the Wellness course to their general education (50.81%); WO 2 – describe the components of wellness (51.69%); WO 3 – recognize the potential consequences of personal choices (52.81%); and WO 4 - analyze roles of society in wellness promotion (52.81%). The learning outcome with the lowest Proficient and Advanced rating was WO 5 – develop action strategy for wellness (39.34%). It should be noted that the sample size for Wellness was quite low due to the non-reporting of assessment data for FSID 160; as a result, the assessment results represent less than 14% of all students enrolled in Wellness courses (see Table 1) during fall 2018.

Comparing current assessment results to prior periods is also constructive. The comparison of Fall 2015 to Fall 2018 assessment results for the Natural Sciences, A&Q Thought, and Wellness distribution categories are reported in Tables 2A, 3A, and 4A, respectively.

As shown in Table 2A, the 70% goal was met for four of the five Natural Sciences learning outcomes in Fall 2015; thus, not meeting the 70% goal for any of the five learning outcomes in the current period could be interpreted as a decline in achievement. Although there were declines in achievement noted for all five outcomes, it should be noted that the magnitude of the decline from fall 2015 to fall 2018 was much smaller for NS 3 – apply appropriate methodology within one of the natural sciences (from 70.68% to 63.89); NS 4 – evaluate the validity and limitations of scientific theories and claims (from 55.15 to 52.96); and NS 5 – (lab classes only) analyze scientific data acquired through laboratory experiences in one of the natural sciences (from 71.95% to 66.44%) than those recorded for NS 1 – articulate the relevance of the Natural Science course to their general education (from 83.62% to 63.66%) and NS 2 – explain how knowledge of natural science is applicable to their lives (from 87.58% to 69.89%). One possible explanation for the redistribution of responses between the achievement levels (e.g., declines in Advanced and increases in other categories) could be due to instructors having more experience with the assessment process and expectations of students. Another possibility is that this student population had lower levels of scientific preparation (understanding) coming into the courses than did the previous group of students assessed in fall 2015.

As shown in Table 3A, the 70% goal was met for five of the six A&Q Thought learning outcomes in both Fall 2015 and Fall 2018; however, the learning outcome that did not achieve the 70% goal differs (AQ 1 in Fall 2015; AQ 4 in Fall 2018). Compared to Fall 2015, the following learning outcomes had improved scores: AQ 1 – articulate the relevance of the A&Q Thought course to their general education (from 67.19% to 76.11%); AQ 3 – define problems using techniques appropriate to the discipline (from 73.44% to 84.07%); AQ 5 – draw appropriate inferences from data in various forms (from 75.78 to 83.33%); and AQ 6 – evaluate analytical results for reasonableness (from 76.56% to 83.33%). Although reduced scores were recorded for two of the learning outcomes (AQ 2 – express formal relationships using various forms of analytical reasoning (from 78.91% to 78.76%) and AQ 4 – solve problems using techniques appropriate to the discipline (from 71.88% to 67.25%)), the difference between the scores in Fall 2015 and Fall 2018 is less than 1% for AQ 2. One possible explanation for the observed changes could be due to instructors having more experience with the assessment process and expectations of students. Another possible explanation is the adjustments made in the assessment data collection process.

As shown in Table 4A, none of the five Wellness learning outcomes met the 70% goal in the current period compared to three out of the five in Fall 2018; further, reduced scores were observed for all of the five learning outcomes. Although there were declines in achievement noted for all five outcomes, it should be noted that the magnitude of the decline from fall 2015 to fall 2018 was much smaller for WO 4 – analyze roles of society in wellness promotion (from 58.80% to 52.80) and WO 2 – describe the components of wellness (from 67.73% to 51.69%) than those recorded for WO 1 - articulate the relevance of the Wellness course to their general education (from 90.50% to 55.81%); WO 3 – recognize potential consequences of personal choices (from 93.04% to 52.80%); and WO 5 – develop action strategy for wellness (from 82.17% to 39.35%). One possible explanation for the observed changes is that faculty evaluators' expectation for work meeting the "Proficient" and "Advanced" level was closer to the level where students are actually performing. Another possible explanation is the small sample size in the current period due to the non-reporting of assessment data for FSID 160.

In addition to assessing the specific learning outcomes for courses in the Natural Sciences, Analytical & Quantitative Thought, and Wellness distribution categories, the instruments used in the assessment process also measured the achievement on selected GS Program Level Learning Outcomes; the assessment results for these Program Level Learning Outcomes are reported in Table 5.

As shown in the last column of Table 5, over 60% of the responses were Proficient and Advanced for the following Program Level Learning Outcomes (GS): GS 1 – evaluate information appropriate to the task (60.96%); GS 2 – apply principles of critical thinking to demonstrate integrative learning (61.87%); and GS 4 – communicate effectively in written form (60.55%). The learning outcome with the lowest Proficient and Advanced rating was GS 5 – analyze cultural issues within a global context (52.81%). No data was collected on the third and sixth Program Learning Outcome (GS 3 – communicate effectively in spoken form and GS 6 – evaluate in context significant concepts relating to democracy) during fall 2018.

The comparison of Fall 2015 to Fall 2018 assessment results for Program Level Learning Outcomes (GS) are reported in Table 5A. As shown in Table 5A, the 70% goal was met all four of the GS learning outcomes measured in Fall 2015 but not in the current period. Although there were declines in achievement noted for all four outcomes, it should be noted that the magnitude of the decline from fall 2015 to fall 2018 was smaller for GS 2 – apply principles of critical thinking to demonstrate integrative learning (from 79.35% to 61.87%); GS 4 – communicate effectively in written form (from 79.47% to 60.54%); and GS 1 – evaluate information appropriate to the task (from 82.89% to 60.96%) than that recorded for GS 5 – analyze cultural issues within a global context (from 82.17% to 52.81%). As mentioned above, possible explanations for the reduced performance include closer alignment between faculty evaluators' expectations for work and the level where students are actually performing and adjustments made in the assessment data collection process. Since the instruments used to measure achievement of learning outcomes at the category level are also used to measure achievement of program level outcomes, a reduction in achievement levels at the category level will also reduce achievement levels at the program level. Thus, care must be taken in interpreting what the reduced levels of achievement mean in terms of achieving the overall goals of the General Studies Program.

Overall, the results reported above indicate that the 70% goal was met only for the A&Q Thought category (5 out of 6 learning outcomes). As mentioned earlier, there was a decline in the results from the last assessment cycle (Fall 2018); however, given that different courses are assessed each cycle, some variation in scoring by instructor and by course is not unexpected. Going forward, additional information and feedback from instructors carrying out the assessment will be sought prior to making any recommendations regarding strategies to further improve the results. It should also be recognized that the results reported above are from the second-time data collection in the assessment cycle. Thus, the results should be considered another step in determining the base-line for achievement of the learning outcomes. As more data become available, recommendations for any potential changes can be made.

Table 1. Courses Included in GS Assessment in Fall 2018 and Responses.

Category	Course	Responses	Percent assessed
Natural Sciences:	BIOL 105	91	
	CHEM 145	90	
	GEOG 101	17	
	GEOG 102	12	
	PHYS 100	35	
	PHYS 205	35	
	BIOL 105 (Labs)	35	
	CHEM 145 (Labs)	40	
	PHYS 100L (Labs)	29	
	PHYS 205L (Labs)	45	
	Total (lecture only)	*289*	
	Total (lab only)	*149*	
	Total (lecture and lab)	*438*	
	Enrollment in all Natural Science lecture (fall 2018)	*1,326*	*21.79*
	Enrollment in all Natural Science lab (fall 2018)	*1,044*	*14.27*
	Enrollment in all Natural Science Courses (fall 2018)	*2,416*	*18.13*
A&Q Thought:	CSIT 108	21	
	ITEC 150	40	
	MATH 330	54	
	Total	*115*	
	Enrollment in all A&Q Thought Courses (fall 2018)	*457*	*25.16*
Wellness:	FSID 160	0	
	HSCI 140	28	
	PE 150	61	
	Total	*89*	
	Enrollment in all Wellness Courses (fall 2018)	*636*	*13.99*

Table 2. Natural Sciences Assessment Results for Fall 2018 (Percent of Total Responses by Learning Outcomes).

Natural Science Learning Outcome (NS):	Does not meet	Beginning	Developing	Proficient	Advanced	*Proficient and Advanced*
NS 1: *Articulate the relevance of the Natural Science course to their general education.*	2.77	11.76	21.80	43.94	19.72	*63.66*
NS 2: *Explain how knowledge of natural science is applicable to their lives.*	0.69	12.11	17.30	44.98	24.91	*69.89*
NS 3: *Apply appropriate scientific methodology within one of the natural sciences.*	3.47	11.11	21.53	52.78	11.11	*63.89*
NS 4: *Evaluate the validity and limitations of scientific theories and claims.*	10.80	17.07	19.16	47.04	5.92	*52.96*
NS 5 (lab courses only): *Analyze scientific data acquired through laboratory experiences in one of the natural sciences.*	3.36	7.38	22.82	48.32	18.12	*66.44*

Table 3. Analytical and Quantitative Thought Assessment Results for Fall 2018 (Percent of Total Responses by Learning Outcomes).

Analytical and Quantitative Thought Learning Outcome (AQ):	Does not meet	Beginning	Developing	Proficient	Advanced	*Proficient and Advanced*
AQ 1: *Articulate the relevance of the A&Q Thought course to their general education.*	3.54	1.77	18.58	46.02	30.09	*76.11*
AQ 2: *Express formal relationships using various forms of analytical reasoning.*	7.96	2.65	10.62	46.02	32.74	*78.76*
AQ 3: *Define problems using techniques appropriate to the discipline.*	7.96	1.77	6.19	53.10	30.97	*84.07*
AQ 4: *Solve problems using techniques appropriate to the discipline.*	8.85	4.42	19.47	32.74	34.51	*67.25*
AQ 5: *Draw appropriate inferences from data in various forms.*	10.00	0.00	6.67	30.00	53.33	*83.33*
AQ 6: *Evaluate analytical results for reasonableness.*	6.67	0.00	10.00	28.33	55.00	*83.33*

Table 4. Wellness Assessment Results for Fall 2018 (Percent of Total Responses by Learning Outcomes).

Wellness Learning Outcome (WO):	Does not meet	Beginning	Developing	Proficient	Advanced	*Proficient and Advanced*
WO 1: *Articulate the relevance of the Wellness course to their general education.*	5.62	14.61	26.97	37.83	17.98	*52.81*
WO 2: *Describe the components of wellness.*	6.74	14.61	26.97	33.71	17.98	*51.69*
WO 3: *Realize potential consequences of personal choices.*	6.74	17.98	22.47	32.58	20.22	*52.80*
WO 4: *Analyze roles of society in wellness promotion.*	5.62	20.22	21.35	32.58	20.22	*52.80*
WO 5: *Develop action strategy for wellness.*	9.84	29.51	21.31	29.51	9.84	*39.35*

Table 5. General Studies Program Level Assessment Results for Fall 2018 (Percent of Total Responses by Learning Outcomes).

Program Level Learning Outcome (GS):	Does not meet	Beginning	Developing	Proficient	Advanced	*Proficient and Advanced*
GS 1: *Evaluate information appropriate to the task.*	6.38	12.75	19.91	38.72	22.24	*60.96*
GS 2: *Apply principles of critical thinking to demonstrate integrative learning.*	6.77	12.37	18.99	43.66	18.21	*61.87*
GS 3: *Communicate effectively in spoken form.*[1/]						
GS 4: *Communicate effectively in written form.*	4.93	13.67	20.86	43.55	16.99	*60.55*
GS 5: *Analyze cultural issues within a global context.*	5.62	20.22	21.35	32.58	20.22	*52.81*
GS 6: *Evaluate in context significant concepts relating to democracy.*[1/]						

[1/]learning outcome not measured this cycle

Table 2A. Natural Sciences Assessment Results Comparison of Fall 2015 to Fall 2018 (Percent of Total Responses by Learning Outcomes).

Natural Sciences Learning Outcome (AO):	Does not meet	Beginning	Developing	Proficient	Advanced	*Proficient and Advanced*
NS 1: *Articulate the relevance of the Natural Science course to their general education.*						
Fall 2015	1.75	3.51	11.11	39.18	44.44	*83.62*
Fall 2018	2.77	11.76	21.80	43.94	19.72	*63.66*
NS 2: *Explain how knowledge of natural science is applicable to their lives.*						
Fall 2015	1.78	1.18	9.47	37.28	50.30	*87.58*
Fall 2018	0.69	12.11	17.30	44.98	24.91	*69.89*
NS 3: *Apply appropriate scientific methodology within one of the natural sciences.*						
Fall 2015	0.40	8.03	20.88	49.80	20.88	*70.68*
Fall 2018	3.47	11.11	21.53	52.78	11.11	*63.89*
NS 4: *Evaluate the validity and limitations of scientific theories and claims.*						
Fall 2015	0.00	8.09	36.76	29.41	25.74	*55.15*
Fall 2018	10.80	17.07	19.16	47.04	5.92	*52.96*
NS 5: *(lab courses only) Analyze scientific data acquired through laboratory experiences in one of the natural sciences.*						
Fall 2015	2.44	3.66	21.95	54.88	17.07	*71.95*
Fall 2018	3.36	7.38	22.82	48.32	18.12	*66.44*

Table 3A. Analytical & Quantitative Thought Assessment Results Comparison of Fall 2015 to Fall 2018 (Percent of Total Responses by Learning Outcomes).

Analytical & Quantitative Thought Learning Outcome (AQ):	Does not meet	Beginning	Developing	Proficient	Advanced	*Proficient and Advanced*
AQ 1: *Articulate the relevance of the A&Q Thought course to their general education.*						
Fall 2015	6.25	6.25	20.31	40.63	26.56	*67.19*
Fall 2018	3.54	1.77	18.58	46.02	30.09	*76.11*
AQ 2: *Express formal relationships using various forms of analytical reasoning.*						
Fall 2015	5.47	3.91	11.72	31.25	47.66	*78.91*
Fall 2018	7.96	2.65	10.62	46.02	32.74	*78.76*
AQ 3: *Define problems using techniques appropriate to the discipline.*						
Fall 2015	6.25	3.13	17.19	23.44	50.00	*73.44*
Fall 2018	7.96	1.77	6.19	53.10	30.97	*84.07*
AQ 4: *Solve problems using techniques appropriate to the discipline.*						
Fall 2015	5.47	5.47	17.19	22.66	49.22	*71.88*
Fall 2018	8.85	4.42	19.47	32.74	34.51	*67.25*
AQ 5: *Draw appropriate inferences from data in various forms.*						
Fall 2015	7.03	3.13	14.06	31.25	44.53	*75.78*
Fall 2018	10.00	0.00	6.67	30.00	53.33	*83.33*
AQ 6: *Evaluate analytical results for reasonableness.*						
Fall 2015	6.25	3.13	14.06	24.22	52.34	*76.56*
Fall 2018	6.67	0.00	10.00	28.33	55.00	*83.33*

Table 4A. Wellness Assessment Results Comparison of Fall 2015 to Fall 2018 (Percent of Total Responses by Learning Outcomes).

Wellness Learning Outcome (WO):	Does not meet	Beginning	Developing	Proficient	Advanced	*Proficient and Advanced*
WO 1: *Articulate the relevance of the Wellness course to their general education.*						
Fall 2015	0.63	0.00	8.86	63.92	26.58	*90.50*
Fall 2018	5.62	14.61	26.97	37.83	17.98	*55.81*
WO 2: *Describe the components of wellness.*						
Fall 2015	0.00	3.80	28.48	40.51	27.22	*67.73*
Fall 2018	6.74	14.61	26.97	33.71	17.98	*51.69*
WO 3: *Recognize potential consequences of personal choices.*						
Fall 2015	0.00	1.90	5.06	45.57	47.47	*93.04*
Fall 2018	6.74	17.98	22.47	32.58	20.22	*52.80*
WO 4: *Analyze roles of society in wellness promotion.*						
Fall 2015	10.65	4.63	25.93	40.28	18.52	*58.80*
Fall 2018	5.62	20.22	21.35	32.58	20.22	*52.80*
WO 5: *Develop action strategy for wellness.*						
Fall 2015	0.00	0.00	17.83	60.51	21.66	*82.17*
Fall 2018	9.84	29.51	21.31	29.51	9.84	*39.35*

Table 5A. General Studies Program Level Assessment Results Comparison of Fall 2015 to Fall 2018 (Percent of Total Responses by Learning Outcomes).

Program Level Learning Outcome (GS):	Does not meet	Beginning	Developing	Proficient	Advanced	*Proficient and Advanced*
GS 1: *Evaluate information appropriate to the task.*						
Fall 2015	1.93	1.67	13.81	52.58	30.31	*82.89*
Fall 2018	6.38	12.75	19.91	38.72	22.24	*60.96*
GS 2: *Apply principles of critical thinking to demonstrate integrative learning.*						
Fall 2015	2.00	3.21	15.44	46.00	33.35	*79.35*
Fall 2018	6.77	12.37	18.99	43.66	18.21	*61.87*
GS 4: *Communicate effectively in written form.*						
Fall 2015	0.98	3.41	16.15	45.28	34.19	*79.47*
Fall 2018	4.93	13.67	20.86	43.55	16.99	*60.54*
GS 5: *Analyze cultural issues within a global context.*						
Fall 2015	0.00	0.00	17.83	60.51	21.66	*82.17*
Fall 2018	5.62	20.22	21.35	32.58	20.22	*52.81*

J. General Studies Capstone Assessment Results (Spring 2019):

In accordance with the long-term assessment plan for General Studies Program, Capstone courses were assessed in Spring 2019. A total of 365 responses were received.

Capstone course assessment utilizes a common assessment rubric, approved by the General Studies Council, to evaluate the Capstone project completed within the course. Assessment results were collected using a Qualtrics survey during the last 3 weeks of the semester.

The General Studies Council determined in October 2015 that students in general studies courses should meet the standard of at least 70% of students achieving Proficient and Advanced for each identified learning outcome (both category and program level), where "Proficient" describes the skills of the typical student near the end of the course and "Advanced" is anything above proficient.

The assessment results for Capstone learning outcomes (CO) are reported in Table 1. As shown in the last column of Table 1, the 70% goal was met for all of the Capstone learning outcomes (CO 1 – CO 5). More than three-quarters of the responses for CO 3 – employ the approach of more than one academic discipline in completing a Capstone project (77.60%); CO 4 – synthesize knowledge related to the topic in completing a Capstone project (75.89%); and CO 5 – communicate effectively in the medium chosen for the Capstone project (78.63%) were rated Proficient and Advanced. Over seventy percent of the responses were rated Proficient and Advanced for both CO 1 – evaluate information from more than one academic discipline (73.70%) and CO 2 – formulate logical connections between disciplines as they relate to the topic (72.33%).

Comparing current assessment results to prior periods is also constructive. The comparison of Spring 2016 to Spring 2019 assessment results for Capstone learning outcomes (CO) are reported in Table 2. As shown in Table 2, although the 70% goal was met for all of the Capstone learning outcomes in both Spring 2016 and Spring 2019, the scores in 2019 are slightly lower. Although there were declines in achievement noted for all five outcomes, it should be noted that the magnitude of the decline from spring 2016 to spring 2019 was much smaller for CO 3 – employ the approach of more than one academic discipline in completing a Capstone project (from 78.50% to 77.60) and CO 4 - synthesize knowledge related to the topic in completing a Capstone project (from 77.95% to 75.89%) than those recorded for CO 2 – formulate logical connections between disciplines as they relate to the topic (from 79.19% to 72.33%), CO 5 – communicate effectively in the medium chosen for the Capstone project (from 85.71% to 78.63%), and CO 1 - evaluate information from more than one academic discipline (from 83.54% to 73.70%). One possible explanation for the redistribution of responses between the achievement levels (e.g., declines in Advanced and increases in other categories) could be due to instructors having more experience with the assessment process and that faculty evaluators' expectation for work meeting the "Proficient" and "Advanced" level was closer to the level where students are actually performing. Another possible explanation for the observed changes is the adjustments that have been made in the assessment data collection process.

In addition to assessing the specific learning outcomes for Capstone courses, the instruments used in the assessment process also measured the achievement on the GS Program Level Learning Outcomes; the assessment results for these Program Level Learning Outcomes are reported in Table 3.

As shown in the last column of Table 3, the 70% goal was met for the three Program Level Learning Outcomes (GS) measured. Over seventy percent of the responses were rated Proficient and Advanced for both GS 2 – apply principles of critical thinking to demonstrate integrative learning (75.89%) and GS 1 – evaluate information appropriate to the task (73.7. It should be noted that while the Capstone rubric measures communication, it evaluates the ability to "communicate effectively in the medium chosen" while the GS Program Learning Outcomes differentiate between oral communication (GS 3 – communicate effectively in spoken form) and written communication (GS 4 – communicate effectively in written form). Thus, the "communication" measured by the Capstone rubric – and reported in Table 3 under GS 4 - should be interpreted as a combined measure of written

and oral communication skills exhibited by the students. As shown in Table 3, 78.63% of the responses were rated Proficient and Advanced for "communicating effectively."

The comparison of Spring 2016 to Spring 2019 assessment results for Program Level Learning Outcomes (GS) are reported in Table 4. As shown in Table 4, while the 70% goal was met for all Program Level learning outcomes in both Spring 2016 and Spring 2019, only scores for GS 4 – communicate effectively in written form showed improvement (from 77.95% to 78.63%). Although there were declines in achievement noted for GS 1 – evaluate information appropriate to the task and GS 2 – apply principles of critical thinking to demonstrate integrative learning, it should be noted that the magnitude of the decline from spring 2016 to spring 2019 was much smaller for GS 2 (from 79.19% to 75.89%) than those recorded for GS 1 (from 83.54% to 73.70%). As mentioned above, possible explanations for the changes in performance include closer alignment between faculty evaluators' expectations for work and the level where students are actually performing and adjustments made in the assessment data collection process.

Overall, the results reported above indicate that the 70% goal was met for all of the learning outcomes at the course level and program level. As mentioned earlier, there was a slight decline in the results from the last assessment cycle (Spring 2016). Going forward, additional information and feedback from instructors carrying out the assessment will be sought prior to making any recommendations regarding strategies to further improve the results. It should also be recognized that the results reported above are from the second-time data collection in the assessment cycle. Thus, the results should be considered another step in determining the base-line for achievement of the learning outcomes. As more data become available, recommendations for any potential changes can be made.

Table 1. Capstone Assessment Results for Spring 2019 (Percent of Total Responses by Learning Outcomes).

Capstone Learning Outcome (CO):	Does not meet	Beginning	Developing	Proficient	Advanced	*Proficient and Advanced*
CO 1: *Evaluate information from more than one academic discipline.*	1.64	3.56	21.10	52.33	21.37	***73.70***
CO 2: *Formulate logical connections between disciplines as they relate to the topic.*	1.37	2.19	24.11	51.23	21.10	***72.33***
CO 3: *Employ the approach of more than one academic discipline in completing a Capstone project.*	1.64	3.01	17.76	57.10	20.49	***77.60***
CO 4: *Synthesize knowledge related to the topic in completing a Capstone project.*	2.47	2.47	19.18	53.15	22.74	***75.89***
CO 5: *Communicate effectively in the medium chosen for the Capstone project.*	1.92	3.84	15.62	53.70	24.93	***78.63***

Table 2. Capstone Assessment Results Comparison of Spring 2016 to Spring 2019 (Percent of Total Responses by Learning Outcomes).

Capstone Learning Outcome (CO):	Does not meet	Beginning	Developing	Proficient	Advanced	*Proficient and Advanced*
CO 1: *Evaluate information from more than one academic discipline.*						
Spring 2016	0.93	2.17	13.35	59.63	23.91	***83.54***
Spring 2019	1.64	3.56	21.10	52.33	21.37	***73.70***
CO 2: *Formulate logical connections between disciplines as they relate to the topic.*						
Spring 2016	0.62	2.48	17.70	58.39	20.81	***79.19***
Spring 2019	1.37	2.19	24.11	51.23	21.10	***72.33***
CO 3: *Employ the approach of more than one academic discipline in completing a Capstone project.*						
Spring 2016	0.31	3.12	18.07	59.50	19.00	***78.50***
Spring 2019	1.64	3.01	17.76	57.10	20.49	***77.60***
CO 4: *Synthesize knowledge related to the topic in completing a Capstone project.*						
Spring 2016	0.93	4.97	16.15	55.28	22.67	***77.95***
Spring 2019	2.47	2.47	19.18	53.15	22.74	***75.89***
CO 5: *Communicate effectively in the medium chosen for the Capstone project.*						
Spring 2016	0.31	1.86	12.11	55.28	30.43	***85.71***
Spring 2019	1.92	3.84	15.62	53.70	24.93	***78.63***

Table 3. General Studies Program Level Assessment Results for Spring 2019 (Percent of Total Responses by Learning Outcomes).

Program Level Learning Outcome (GS):	Does not meet	Beginning	Developing	Proficient	Advanced	*Proficient and Advanced*
GS 1: *Evaluate information appropriate to the task.*	1.64	3.56	21.10	52.33	21.37	***73.70***
GS 2: *Apply principles of critical thinking to demonstrate integrative learning.*	2.47	2.47	19.18	53.15	22.74	***75.89***
GS 3: *Communicate effectively in spoken form.*	N/A	N/A	N/A	N/A	N/A	***N/A***
GS 4: *Communicate effectively in written form.*	1.92	3.84	15.62	53.70	24.93	***78.63***
GS 5: *Analyze cultural issues within a global context.*	N/A	N/A	N/A	N/A	N/A	***N/A***
GS 6: *Evaluate in context significant concepts relating to democracy.*	N/A	N/A	N/A	N/A	N/A	***N/A***

Table 4. General Studies Program Level Assessment Results Comparison of Spring 2016 to Spring 2019 (Percent of Total Responses by Learning Outcomes).

Program Level Learning Outcome (GS):	Does not meet	Beginning	Developing	Proficient	Advanced	*Proficient and Advanced*
GS 1: *Evaluate information appropriate to the task.*						
Spring 2016	0.93	2.17	13.35	59.63	23.91	***83.54***
Spring 2019	1.64	3.56	21.10	52.33	21.37	***73.70***
GS 2: *Apply principles of critical thinking to demonstrate integrative learning.*						
Spring 2016	0.62	2.48	17.70	58.39	20.81	***79.19***
Spring 2019	2.47	2.47	19.18	53.15	22.74	***75.89***
GS 4: *Communicate effectively in written form.*						
Spring 2016	0.93	4.97	16.15	55.28	22.67	***77.95***
Spring 2019	1.92	3.84	15.62	53.70	24.93	***78.63***

K. General Studies Oral Communication and Written Communication Assessment Results: (Fall 2019)

In accordance with the long-term assessment plan for General Studies Program, Foundational Core courses in the Written Communication and Oral Communication categories were assessed in Fall 2019.

The specific courses selected for assessment were approved by the General Studies Council at the April 25, 2019 meeting; faculty responsible for the courses were then contacted and informed of the process to follow in conducting the assessment. Assessment results were collected using a Qualtrics survey during the last 3 weeks of the semester. The specific courses in each Foundational Core category and the number of observations are presented in Table 1.

As reported in Table 1, the responses in the Written Communication area totaled 31 out of 208 students enrolled in all Written Communication courses for a response rate of 14.90%. The response rate in the Oral Communication courses was 35.99% (167 responses out of a total of 464). Overall, the response rate for fall 2019 was 29.5% for the Written and Oral Communication categories (198 responses out of a total enrollment of 672).

The General Studies Council determined in October 2015 that students in general studies courses should meet the standard of at least 70% of students achieving Proficient and Advanced for each identified learning outcome (both category and program level), where "Proficient" describes the skills of the typical student near the end of the course and "Advanced" is anything above proficient.

The assessment results for Written Communication learning outcomes (WC) are reported in Table 2. As shown in the last column of Table 2, the goal of 70% Proficient and Advanced were met for the following Written Communication Learning Outcomes (WC): WC 1 – discern a writer's argument or purpose (70.00%) and WC 4 – form and support coherent position on an issue (70.00%). Slightly less than seventy percent of the responses were rated Proficient and Advanced for WC 2 – use appropriate sources responsibly (68.89% and WC 5 – write in a manner appropriate to the audience and context (67.33%). More than sixty percent of the responses were rated Proficient and Advanced for WC 3 - use context-appropriate conventions of written English (63.33%). Although the 70% goal was not met for all learning outcome, the responses for WC 3 – use context-appropriate conventions of written English (63.33%) were the lowest of the five learning outcomes.

The assessment results for Oral Communication courses are reported in Table 3. As shown in the last column of Table 3, the goal of 70% Proficient and Advanced were met for three of the four of Oral Communication learning outcomes (OC) assessed: OC 1 – evaluate appropriate sources (70.06%); OC 2 – utilize effective verbal and non-verbal expressions (74.85%); and OC 3 – deliver effective speeches appropriate to the context (80.24%). Slightly less than seventy percent of the responses were rated Proficient and Advanced for OC 4 – orally present a coherent position on an issue (69.46%). Upon evaluation of the assessment results, it was discovered that the current assessment process does not measure OC 5 – assess oral argumentation as a critical consumer. Going forward, the instrument used in collecting assessment data will need to be revised so that this learning outcome is measured.

Comparing current assessment results to prior periods is also constructive. The comparison of Fall 2016 to Fall 2019 assessment results for courses in the Written Communication and Oral Communication categories are reported in Tables 2A and 3A, respectively.

As shown in Table 2A, the 70% goal was met for all five of the Written Communication learning outcomes in Fall 2016; thus, meeting the 70% goal for only two of the five learning outcomes in the current period could be interpreted as a decline in achievement. However, it should be noted that the 14.90% response rate for Written Communication courses in Fall 2019 was quite low compared to the 30.92% response rate in Fall 2016.

As shown in Table 3A, only three of the four Oral Communication learning outcomes met the 70% goal in the current period compared to four out of the four in Fall 2016; further, reduced scores were observed for all four learning outcomes. One possible explanation for the observed changes is that faculty evaluators' expectation for work meeting the "Proficient" and "Advanced" level was closer to the level where students are actually performing. Another possible explanation is the adjustments made in the assessment data collection process.

In addition to assessing the specific learning outcomes for Written and Oral Communication courses, the instruments used in the assessment process also measured the achievement on the GS Program Level learning outcomes; the assessment results for these Program Level learning outcomes are reported in Table 4.

As shown in the last column of Table 4, the 70% goal was met for the two of the four Program Level learning outcomes (GS) measured. Over eighty percent of the responses were rated Proficient and Advanced for GS 3 – communicate effectively in spoken form (83.23%); seventy percent of the responses were rated Proficient and Advanced for GS 2 – apply principles of critical thinking to demonstrate integrative learning (70.00%). Slightly less than seventy percent of the responses were rated Proficient and Advanced for GS 1 – evaluate information appropriate to the task (68.99%) and GS 4 – communicate effectively in written form (67.33%).

The comparison of Fall 2016 to Fall 2019 assessment results for Program Level Learning Outcomes (GS) are reported in Table 4A. As shown in Table 4A, only two of the four GS learning outcomes assessed met the 70% goal in the current period compared to all four in Fall 2019; further, reduced scores were observed for all four of the learning outcomes assessed. As mentioned above, possible explanations for the reduced performance include closer alignment between faculty evaluators' expectations for work and the level where students are actually performing and adjustments made in the assessment data collection process.

Overall, the results reported above indicate that the 70% goal was met for the majority of the learning outcomes in the Oral Communication (3 out of 4) category and one-half of the learning outcomes in Written Communication (2 out of 4) and program level (2 out of 4) met the 70% goal. As mentioned earlier, there was a decline in the results from the last assessment cycle (Fall 2016); however, given that different courses are assessed each cycle, some variation in scoring by instructor and by course is not unexpected. Going forward, additional information and feedback from instructors carrying out the assessment will be sought prior to making any recommendations regarding strategies to further improve the results. It should also be recognized that the results reported above are from the second-time data collection in the assessment cycle. Thus, the results should be considered another step in determining the base-line for achievement of the learning outcomes. As more data become available, recommendations for any potential changes can be made.

Table 1. Courses Included in GS Assessment in Fall 2019 and Responses.

Category	Course	Responses	Percent assessed
Written Communication:	ENG 102 Section 1		
	ENG 102 Section 3	17	
	ENG 102 Section 6	14	
	ENG 102 Section 9		
	Total	*31*	
	Enrollment in all ENG 102 courses (fall 2019)	*208*	*14.90*
Oral Communication:	SPCH 100 Section 3	17	
	SPCH 100 Section 4	18	
	SPCH 100 Section 8	24	
	SPCH 100 Section 12	28	
	SPCH 100 Section 16	20	
	SPCH 100 Section 23	18	
	ITEC 290 Section 3	18	
	ITEC 290 Section 4	24	
	Total	*167*	
	Enrollment in all Oral Communication Courses (spring 2019)	*464*	*35.99*

Table 2. Written Communication Assessment Results for Fall 2019 (Percent of Total Responses by Learning Outcomes).

Written Communication Learning Outcome (WC):	Does not meet	Beginning	Developing	Proficient	Advanced	***Proficient and Advanced***
WC 1: *Discern a writer's argument or purpose.*	0.00	3.33	26.67	47.78	22.22	***70.00***
WC 2: *Use appropriate sources responsibly.*	0.00	5.56	25.56	48.89	20.00	***68.89***
WC 3: *Use context-appropriate conventions in written English.*	0.00	5.00	31.67	35.00	28.33	***63.33***
WC 4: *Form and support coherent position on an issue.*	0.00	3.33	26.67	46.67	23.33	***70.00***
WC 5: *Write in a manner appropriate to the audience and context.*	0.00	4.00	28.67	42.67	24.67	***67.33***

Table 3. Oral Communication Assessment Results for Fall 2019 (Percent of Total Responses by Learning Outcomes).

Oral Communication Learning Outcome (OC):	Does not meet	Beginning	Developing	Proficient	Advanced	***Proficient and Advanced***
OC 1: *Evaluate appropriate sources.*	0.00	1.80	28.14	50.30	19.76	***70.06***
OC 2: *Utilize effective verbal and non-verbal expressions.*	0.00	1.50	23.35	49.10	25.75	***74.85***
OC 3: *Deliver effective speeches appropriate to the context.*	0.00	2.40	17.37	51.50	28.74	***80.24***
OC 4: *Orally present a coherent position on an issue.*	0.00	0.90	29.34	45.21	24.25	***69.46***
OC 5: *Assess oral argumentation as a critical consumer.*	0.00	0.00	0.00	0.00	0.00	***0.00***

Table 2A. Written Communication Assessment Results Comparison of Fall 2016 to Fall 2019 (Percent of Total Responses by Learning Outcomes).

Written Communication Learning Outcome (WC):	Does not meet	Beginning	Developing	Proficient	Advanced	***Proficient and Advanced***
WC 1: *Discern a writer's argument or purpose.*						
Fall 2016	0.91	2.28	20.55	50.23	26.03	***76.26***
Fall 2019	0.00	3.33	26.67	47.78	22.22	***70.00***
WC 2: *Use appropriate sources responsibly.*						
Fall 2016	0.91	2.28	19.18	53.88	23.74	***77.63***
Fall 2019	0.00	5.56	25.56	48.89	20.00	***68.89***
WC 3: *Use context-appropriate conventions in written English.*						
Fall 2016	0.68	0.68	18.49	60.96	19.18	***80.14***
Fall 2019	0.00	5.00	31.67	35.00	28.33	***63.33***
WC 4: *Form and support coherent position on an issue.*						
Fall 2016	0.68	3.42	24.66	46.58	24.66	***71.23***
Fall 2019	0.00	3.33	26.67	46.67	23.33	***70.00***
WC 5: *Write in a manner appropriate to the audience and context.*						
Fall 2016	0.82	1.64	19.73	54.52	23.29	***77.81***
Fall 2019	0.00	4.00	28.67	42.67	24.67	***67.33***

Table 3A. Oral Communication Assessment Results Comparison of Fall 2016 to Fall 2019 (Percent of Total Responses by Learning Outcomes).

Oral Communication Learning Outcome (OC):	Does not meet	Beginning	Developing	Proficient	Advanced	***Proficient and Advanced***
OC 1: *Evaluate appropriate sources.*						
Fall 2016	0.00	0.68	9.59	56.85	32.88	***89.73***
Fall 2019	0.00	1.80	28.14	50.30	19.76	***70.06***
OC 2: *Utilize effective verbal and non-verbal expressions.*						
Fall 2016	0.00	1.03	13.36	59.59	26.03	***85.62***
Fall 2019	0.00	1.50	23.35	49.10	25.75	***74.85***
OC 3: *Deliver effective speeches appropriate to the context.*						
Fall 2016	0.00	0.00	8.22	54.79	36.99	***91.78***
Fall 2019	0.00	2.40	17.37	51.50	28.74	***80.24***
OC 4: *Orally present a coherent position on an issue.*						
Fall 2016	0.00	1.03	11.30	55.82	31.85	***87.67***
Fall 2019	0.00	0.90	29.34	45.21	24.25	***69.46***
OC 5: *Assess oral argumentation as a critical consumer.*						
Fall 2016	0.00	0.00	0.00	0.00	0.00	***0.00***
Fall 2019	0.00	0.00	0.00	0.00	0.00	***0.00***

L. General Studies Portal Assessment for Spring 2020.

Assessment suspended due to UNK's response to COVID-19 pandemic.

Appendix J: Student and Faculty Surveys

A. General Studies Program Faculty Survey (spring 2016)

General Studies Program Faculty Survey

An important component in improving / assessing UNK's General Studies Program are faculty perceptions of the program. The 2013 Academic Program Review report recommended that the General Studies Council conduct a follow up survey of faculty perceptions of the General Studies Program. Faculty were surveyed during spring 2016. In addition to collecting basic demographic information, the survey included questions regarding specific aspects of the GS program (e.g., student learning outcomes, purpose of program, etc.). Likert scale of 1 to 5 with one representing "strongly disagree" and five representing "strongly agree" were used for some questions; other questions used a 1 to 5 scale with one representing "not very familiar" and five representing "very familiar." The survey results, reported in percentages, are discussed below.

Demographics

Using email addresses obtained from the "faculty@list.unk.edu" email list, the survey was sent to 419 current faculty members in the spring 2016; 95 responses, from all four undergraduate colleges, were received (a 23% response rate). The break-down of the responses by college are reported below.

	Responses	Percent
Business and Technology	23	24
Education	10	11
Fine Arts and Humanities	26	27
Natural and Social Sciences	33	35
Library	3	3

In terms of teaching responsibilities, 68% of the faculty indicated that General Studies (GS) courses are part of their regular teaching assignment. Of the survey respondents, faculty teaching Distribution courses (45%) were in the majority, followed by Foundational Core courses (38%), Portal courses (26%) and Capstone courses (16%). The break-down of the responses by program category are reported below.

	Yes	No
Teach GS courses as part of regular teaching assignment	68%	32%
Teach Foundational Core courses as part of regular teaching assignment	38%	62%
Teach Portal courses as part of regular teaching assignment	26%	74%
Teach Distribution courses as part of regular teaching assignment	45%	55%
Teach Capstones as part of regular teaching assignment	16%	84%

Program in General

Faculty were also asked to respond to questions regarding different aspects of the GS program.

Assessment of the GS Program plays an important role in maintaining UNK's accreditation status with North Central Accreditation (NCA); however, successful assessment is difficult to achieve if faculty are not familiar with NCA's requirements. Generally speaking, as reported below, faculty are aware of the requirements of North Central Accreditation (NCA) for the General Studies program with over 50% of respondents indicating being "Aware" to "Very Aware" (mean 3.52).

	Very unaware		Neutral		Very Aware
	1	2	3	4	5
How aware are you of the NCA requirements for the General Studies program at UNK?	8%	15%	19%	34%	24%

One of the overall goals of the GS program implemented in 2010 was for the program to be viewed as an integrated program that allowed for a progression in gaining knowledge by students rather than simply a set of courses to take. A key indicator of success in this area is how faculty perceive the program. Based on the survey results reported below, the GSC has not been entirely successful in conveying the message that the program is expressed in terms of "goals for student learning" rather than as a "list of courses" students must take (mean 2.75).

	1	2	3	4	5	
The General Studies program is expressed primarily as list of courses that students must take	20%	22%	31%	16%	11%	The General Studies program is expressed primarily as a set of goals for student learning and development

As shown in the following table, survey responses suggest that faculty are somewhat neutral in their view that the purpose of GS program is "explicit and clear" (mean 3.13). While faculty indicate that the GS program is an "important component of a student's education" (mean

4.04), the responses suggest that faculty are somewhat neutral in terms of GS courses providing an "an important foundation" for upper-division coursework (mean 3.14).

	Strongly disagree 1	2	Neutral 3	4	Strongly agree 5
The purpose of the General Studies program is explicit and clear for faculty	10%	21%	27%	30%	12%
How important do you think General Studies is as a component of a student's education	3%	10%	13%	27%	47%
General studies courses provide an important foundation for coursework students encounter in their major	15%	14%	26%	31%	14%

Another of the overall goal of the GS program is to assist students in developing skills in key areas. Based on the survey results reported below, faculty are fairly neutral in their view of how well the GS curriculum accomplishes this, especially in terms of evaluating "concepts relating to democracy" (mean 2.92); "communicating effectively in written form" (mean 3.07) and "analyzing cultural issues within a global context" (mean 3.09). Faculty view the GS curriculum's contribution to developing student skills in "evaluating information" (mean 3.31); "applying principles of critical thinking" (mean 3.25); and "communicating effectively in spoken form" (mean 3.25) a little more favorably.

The overall GS curriculum helps students improve their skills in:	Strongly disagree 1	2	Neutral 3	4	Strongly agree 5
Evaluate information appropriate to the task	7%	12%	37%	32%	12%
Applying principles of critical thinking to demonstrate integrative learning	11%	11%	33%	32%	13%
Communicating effectively in spoken form	8%	14%	35%	31%	12%
Communicating effectively in written form	11%	22%	29%	26%	12%
Analyzing cultural issues within a global context	10%	16%	36%	30%	8%
Evaluating in context significant concepts relating to democracy	11%	23%	36%	22%	8%

Program Structure

The structure of the GS program implemented in 2010 marked a major change from the "cafeteria style" of the prior program. The distinct levels of the new program – Foundational Core, Portal, Distribution, and Capstone - allows for (or suggests) a progression in which students gain, develop and demonstrate skills in written and oral communication, and critical thinking. Additionally, distinct student learning outcomes for courses within each category provide a means of evaluating how effective the courses are in achieving the desired student learning goals.

Foundational Core

The Foundational Core includes courses in written and oral communication, math, and Democracy in Perspective. Generally speaking, Foundational Core courses are thought to be the basic foundational skills that students need for their college education. As shown in the following table, faculty agree that these courses "provides students necessary skills and are important perspective for their college education" (mean 3.43).

	Strongly disagree 1	2	Neutral 3	4	Strongly agree 5
Foundational Core courses provides students necessary skills and an important common perspective for their college education	3%	17%	29%	36%	16%

The overall goal of Foundational Core courses is to assist students in developing skills in key areas. In order to accomplish this, faculty should be aware of the learning outcomes associated with these courses. As shown in the following table, faculty are somewhat familiar with the learning outcomes for written communication (mean 3.25), oral communication (3.14), and Democracy in Perspective (mean 3.10). However, faculty are neutral in their familiarity with the learning outcomes for math (mean 3.01).

How familiar are you with the learning outcomes for courses in Foundational core?	Not very familiar 1	2	Neutral 3	4	Very familiar 5
Written Communication	18%	9%	23%	28%	22%
Oral Communication	20%	12%	23%	26%	20%
Math	21%	12%	26%	29%	13%
Democracy in Perspective	21%	10%	26%	23%	20%

<u>Portal</u>

The Portal course is centered on a topic or theme, and the primary purpose of the course is to develop critical thinking skills. For the purposes of the survey, critical thinking has been defined as examining different sides of an issue, forming a logical argument, and using it to make an informed decision. Based on the results below, faculty are slightly less than neutral (mean 2.94) in their view of the Portal courses being "an effective way to help students develop critical thinking skills" (mean 2.94). This response might indicate that either faculty do not fully understand the initial intent of the Portal course or that faculty are not fully convinced that the Portal – as currently structured – is achieving the stated goal of developing critical thinking skills.

	Strongly disagree 1	2	Neutral 3	4	Strongly agree 5
The Portal Course is an effective way to help students develop critical thinking skills	20%	14%	26%	32%	8%

Portal Courses are expected to assist students in developing skills in key areas. In order to accomplish this, faculty need to be aware of and view the courses as being effective in helping students improve their skills in those areas. As shown in the following table, faculty are neutral in Portals helping student develop skills in "analyzing critical issues" (mean 3.02) and less than neutral in "gaining a global (worldwide) perspective" (mean 2.92); "understanding the process of reasoning and argumentation" (mean 2.89); and "constructing an organized essay" (mean 2.85). It should be noted that these responses are consistent with responses to the "effectiveness" of Portals discussed above.

The Portal course helps students improve their skill in:	Strongly disagree 1	2	Neutral 3	4	Strongly agree 5
Analyzing critical issues confronting individuals and society	19%	7%	33%	35%	6%
Gaining a global (worldwide) perspective relating to course topics	16%	12%	40%	27%	5%
Understanding the process of reasoning and argumentation	18%	13%	39%	24%	7%
Constructing an organized essay related to the course topic	15%	19%	36%	25%	5%

Faculty responses regarding the "effectiveness" of Portals in assisting students in gaining skills in "critical thinking" indicate that that either faculty do not fully understand the initial intent of the Portal course or that faculty are not fully convinced that the Portal – as currently structured – is achieving the stated goal of developing critical thinking skills. This suggests that the GSC should look into this issue in more detail.

Distribution Courses

Under the GS program implemented in 2010, students are required to take courses in the Aesthetics, Humanities, Natural Sciences, and Social Sciences Distribution areas; students may also opt to take courses in the Analytical & Quantitative Thought and/or Wellness categories. Generally speaking, as shown in the table below, faculty are somewhat familiar with the stated learning outcomes for courses in the Social Sciences (mean 3.25); Natural Sciences (mean 3.18); Analytical and Quantitative Thought (mean 3.14) and Humanities (mean 3.13) areas. However, faculty were less familiar with the learning outcomes for courses in the Aesthetics (mean 2.98) and Wellness (mean 2.90) areas.

How familiar are you with the specified learning outcomes for courses in each of the following categories?	Not very familiar 1	2	Neutral 3	4	Very familiar 5
Aesthetics	21%	14%	26%	21%	17%
Humanities	21%	11%	23%	24%	21%
Social Sciences	15%	11%	29%	24%	21%
Natural Sciences	17%	10%	29%	30%	15%
Analytical & Quantitative Thought	15%	15%	25%	27%	17%
Wellness	20%	14%	34%	17%	14%

Capstone

As initially envisioned, the Capstone is an interdisciplinary course culminating the student's General Studies experience; the interdisciplinary focus requires students to engage different methodologies, to integrate knowledge and to synthesize results. However, in order to achieve this goal, faculty should view Capstones as interdisciplinary and an effective means of developing integrative learning. Based on the results reported in the table below, faculty somewhat agree (mean 3.21) that current Capstone "offerings are interdisciplinary" and that they are "an effective way" (mean 3.12) to assist students in gaining these skills.

	Strongly disagree 1	2	Neutral 3	4	Strongly agree 5
Current UNK Capstone offerings are interdisciplinary courses	12%	14%	30%	30%	14%
The Capstone Course is an effective way to help students integrate knowledge	13%	20%	22%	34%	12%

Capstone Courses are expected to assist students in developing skills in integrative learning; this integrative learning is measured through the stated student learning outcomes. However, in order to accomplish the stated learning outcomes, faculty need to be aware of and view Capstone courses as being effective in helping students improve their skills. As indicated by the results reported below, faculty are somewhat neutral in Capstones helping student improve their skills in "evaluating information from more than one academic discipline" (mean 3.17); "formulating logical connections between disciplines" (mean 3.17); and "employing the approach of more than one academic discipline" (mean 3.16). However, faculty somewhat agree that Capstone courses help students improve skills in "synthesizing knowledge" (mean 3.26) and "communicating effectively" (mean 3.29). While these responses are consistent with, and provide support for, the faculty responses regarding the effectiveness and interdisciplinary nature of Capstones, the responses also suggest that Capstone courses – as they are currently structured – may not be achieving the stated student learning outcomes.

The Capstone course helps students improve their skill in:	Strongly disagree 1	2	Neutral 3	4	Strongly agree 5
Evaluating information from more than one academic discipline	13%	10%	33%	35%	9%
Formulating logical connections between disciplines as they relate to the topic	14%	7%	36%	34%	9%
Employing the approach of more than one academic discipline in completing a Capstone project	10%	15%	29%	38%	7%
Synthesizing knowledge related to the topic in completing a Capstone project	7%	14%	33%	40%	7%
Communicating effectively in the medium chosen for the Capstone project	7%	12%	37%	34%	10%

Summary and Conclusions

An important component in improving / assessing UNK's General Studies Program are faculty perceptions of the program. In response to the 2013 APR, the GSC conducted a follow-up survey of faculty perceptions of the General Studies Program during spring 2016.

The structure of the GS program implemented in 2010 marked a major change from the "cafeteria style" of the prior program. The distinct levels of the new program – Foundational Core, Portal, Distribution, and Capstone - allows for (or suggests) a progression in which students gain, develop and demonstrate skills in written and oral communication, and critical thinking. Additionally, distinct student learning outcomes for courses within each category provide a means of evaluating how effective the courses are in achieving the desired student learning goals.

As initially envisioned, Portal and Capstone courses were to play important roles in the GS program implemented in 2010. The Portal course, taken early in the student's academic program, centers on a topic or theme with the primary purpose being the development of critical thinking skills. The Capstone, an interdisciplinary course culminating the student's General studies experience, requires students to engage different methodologies, to integrate knowledge and to synthesize results. With respect to both Portal and Capstone courses, survey responses indicate that either faculty do not fully understand the initial intent of these courses or that faculty are not fully convinced that the courses – as currently structured – are achieving the stated student learning outcomes.

One of the overall goals of the GS program implemented in 2010 was for the program to be viewed as an integrated program that allowed for a progression in gaining knowledge by students rather than simply a set of courses to take. Survey results suggest that the GSC has not been entirely successful in conveying the message that the program is expressed in terms of "*goals for student learning*" rather than as a "*list of courses*" students must take. In addition, survey responses suggest that faculty are somewhat neutral in their view that the purpose of GS program is "*explicit and clear.*"

B. General Studies Program Student Survey (spring 2016)

One of the duties of the General Studies Council as per the General Studies Council Governance Document approved February 1, 2007 is to assess student achievement and other aspects of the General Studies program. In 2012 the Academic Program Review report suggested The General Studies Council should conduct a follow up survey of student and faculty perceptions of the General Studies Program. To this end, in the fall 2015 a subcommittee of the General Studies Council developed a follow-up survey of student perceptions of the General Studies program. After input from the full Council and revisions to the survey, the survey was sent to current UNK students in February 2016 via email with a link to the survey in Qualtrics. Following are the results of the student survey. This report is divided into three sections: demographics, learning goals and outcomes, and students' perceptions of their experiences with the General Studies program.

Demographics

The survey was sent to 2,000 UNK students: 480 freshman, 420 sophomores, 460 juniors, and 640 seniors. Freshman comprised 24% of this group, sophomores 21%, juniors 23% and seniors 32%. The survey was completed by 169 students for a response rate of 8.45%. The classification status of these 169 students was freshman 32%, sophomore 22%, juniors 21%, and seniors 25%.

Students were asked "in what department is your major (if decided) and 154 students answered this question. Out of the 34 departments listed, students identified majors within 29 departments. The responses, aggregated by college, are shown in Table 1. The largest percentage (41%) of responses were from the College of Natural & Social Sciences and the lowest percentage (17%) were from the College of Fine Arts & Humanities.

Table 1. Student major by college (n = 154)

College	Responses	Percent
Natural & Social Sciences	63	41
Education	33	21
Business & Technology	31	20
Fine Arts & Humanities	27	17

Totals may not equal 100% due to rounding.

Questions asked students about taking General Studies courses on campus at UNK, online at UNK, and at other institutions. The results of these questions are presented in Table 2. Ninety-seven percent of the 169 students responding to the survey had taken a General Studies course or courses at UNK and 3% indicated they had not taken a General Studies course at UNK. A majority of students (56%) answered yes, they have taken General Studies courses at other institutions and 44% answered no, they had not taken General Studies courses at other institutions.

Students were asked if they had taken an on-line General Studies course from UNK. Forty-three percent of 169 answered yes to the question and 57% answered no. If students responded

no on this question they were asked why not. Students were instructed to select all answers that applied on this question. Ninety-five students responded to this question with a majority (46%) indicating they had no interest in on-line courses, 31% indicating the General Studies course they wanted to take was not available on-line, and 28% indicating "other" for a response. Since students were instructed to select all answers that applied on this question the responses do not equal 100%. Students were asked if there are an adequate number of on-line General Studies course offerings and this questions was answered by 165 students. The majority of students (47%) indicated they don't know. Thirty-two percent responded yes and 22% responded no.

Table 2. Students who have taken General Studies course(s) at UNK, at other institutions and on-line at UNK (percent of total responses).

	Yes	No	Don't know
Have you taken any General Studies courses(s) at UNK?	97.0%	3.0%	
Have you taken any General Studies courses at other institutions?	56.0%	44.0%	
Have you taken an on-line General Studies course from UNK?	43.0%	57.0%	
Are there an adequate number of online General Studies course offerings available at UNK?	32.0%	22.0%	47.0%

Totals may not equal 100% due to rounding.

General Studies Learning Goals and Outcomes

Four questions in the survey asked about learning goals and outcomes of the General Studies program. Three of these questions were answered on a Likert scale of 1 to 5 with one representing strongly disagree and five representing strongly agree. The results for these questions are presented in Table 3.

The question addressing the purpose of General Studies stated "I have a clear understanding of the purpose of UNK's General Studies Program." This question was answered by 165 students with a mean of 3.22. Seventy students or 42.43% agreed or strongly agreed with this statement. Less than one-third (30.90%) disagreed or strongly disagreed.

The question concerning the development of a global perspective stated "The General Studies program does explore international and global issues." This question was answered by 145 students with a mean of 2.91. One-third (33.80%) of the students agreed or strongly agreed with this statement while 35.86% disagreed or strongly disagreed.

The question addressing democracy concepts stated "General Studies program does provide opportunities to explore concepts important to democracy." This question was answered by 144 students. The mean for his question was 3.01. Slightly over one-third (34.72%) of the students agreed or strongly agreed with this statement while 30.55% of the students disagreed or strongly disagreed.

Table 3. Learning Goals and Outcomes (percent of total responses)

	Strongly disagree 1	2	3	4	Strongly agree 5	Mean
Purpose of GS: I have a clear understanding of the purpose of UNK's General Studies Program	8.5%	22.4%	26.7%	23.6%	18.8%	3.22
Global Perspective: The General Studies program does explore international and global issues	14.5%	21.4%	30.3%	26.2%	7.6%	2.91
Democracy concepts: The General Studies program does provide opportunities to explore concepts important to democracy.	11.1%	19.4%	34.7%	26.4%	8.3%	3.01

Totals may not equal 100% due to rounding.

The questions addressing the goals of General Studies had students respond on Likert scale of 1 to 5 with one indicating "The General Studies program is expressed primarily as a list of courses that students must take" and 5 representing "The General Studies program is expressed primarily as a set of goals for student learning and development." This question was answered by 160 students with a mean of 2.56. Fifty percent of the students responded by marking 1 or 2 on this question indicating they see the General Studies program as a list of courses they must take. Just over one-quarter of the students (26.26%) responded with 4 or 5 on this question indicating they view the General Studies program as a set of goals for student learning and development. The results for this question are presented in Table 4.

Table 4. Student perceptions of the purposes of General Studies (percent of total responses).

The General Studies program is expressed primarily as a list of courses that students must take 1	2	3	4	The General Studies program is expressed primarily as a set of goals for student learning and development 5	Mean
30.0%	20.0%	23.8%	16.9%	9.4%	2.56

Totals may not equal 100% due to rounding

Student Perceptions of their experiences in General Studies

One question asked students if taking a General Studies course(s) helped them to select their major, an overwhelming majority of students (82%) answered no. Eighteen percent of the 164 students whom answered this question indicated taking a General Studies course did help them to select their major.

Students were asked how they were informed about the General Studies program and were given eight answer options. On this question they were to select all answer options that applied.

This question was answered by 158 students. The degree audit/myBlue was selected by 64% of the students followed by 63% of students selecting their academic advisor. The remaining responses in descending order include the UNK Undergraduate catalog (48%), New Student Orientation or Transfer Day event (34%), campus visit (26%), UNK website (23%) brochures or handout provided to me (13%) and other (9%).

Three questions in the survey asked about critical thinking in General Studies courses. These questions and the results are presented in Table 5. All three questions were answered on a Likert scale with 1 representing strongly disagree and 5 representing strongly agree.

The first question stated "I have improved my critical thinking and problem solving skills as a result of my UNK General Studies courses." This question was answered by 150 students with a mean of 2.65. About one-quarter (24.67%) of the students agreed or strongly agreed with this question while 43.34% disagreed or strongly disagreed.

The second question "the materials which I read for General Studies classes encouraged critical thinking" was answered by 149 students with a mean of 2.68. Again, about one-quarter (25.51%) of the students agreed or strongly agreed with this question while 46.31% disagreed or strongly disagreed.

The third question about critical thinking; "the required writing assignments in my General Studies classes promoted critical thinking" was answered by 150 students with a mean of 2.8. Almost one-third (32.0%) of the students agreed or strongly agreed while 40.0% disagreed or strongly disagreed.

Table 5. For the following question: Critical thinking has been defined as examining different sides of an issue, forming a logical argument, and using it to make an informed decision (percent of total responses).

	Strongly disagree 1	2	3	4	Strongly agree 5	Mean
I have improved my critical thinking and problem solving skills as a result of my UNK General Studies courses.	20.7%	22.7%	32.0%	20.0%	4.7%	2.65
The materials which I read for General Studies classes encouraged critical thinking.	14.8%	31.5%	28.2%	22.2%	3.4%	2.68
The required writing assignments in my general Studies classes promoted critical thinking.	16.0%	24.0%	28.0%	28.0%	4.0%	2.80

Totals may not equal 100% due to rounding.

Four questions in the survey inquired about the emphasis of homework and class activities in General Studies courses. These questions and the results are presented in Table 6. These questions were answered on a Likert scale with one representing strongly disagree and five representing strongly agree.

The first question, “Analyzing an idea (to consider all its components) was answered by 144 students with a mean of 2.98. Over one-third (36.11%) of the students agreed or strongly agreed with this statement and 34.03% disagreed or strongly disagreed.

The second question in this section, “organizing information from class to form new, more complex ideas” was answered by 144 students with a mean of 2.92. The results on this question mirrored the previous question with 36.11% agreeing or strongly agreeing and 34.03% disagreeing or strongly disagreeing.

The question “evaluating the quality of arguments using methods learned in class was answered by 144 students with a mean of 2.94. Just over one-third (34.03%) agreed or strongly agreed and 34.73% disagreed or strongly disagreed.

The last question about the emphasis of homework and class activities in General Studies courses was “applying concepts learned in class to new situations.” This question was answered by 144 students with a mean of 2.99. Over one-third (36.81%) agreed or strongly agreed and just under one-third (32.64%) disagreed or strongly disagreed.

Table 6. Overall the homework and class activities in my General Studies courses emphasized the following (percent of total responses):

	Strongly disagree 1	2	3	4	Strongly agree 5	Mean
Analyzing an idea (to consider all its components).	7.6%	26.4%	29.9%	32.6%	3.5%	2.98
Organizing information from class to form new, more complex ideas.	13.9%	20.1%	29.9%	32.6%	3.5%	2.92
Evaluating the quality of arguments using methods learned in class.	10.4%	24.3%	31.3%	29.2%	4.9%	2.94
Applying concepts learned in class to new situations.	10.4%	22.2%	30.6%	31.3%	5.6%	2.99

Totals may not equal 100% due to rounding.

Students were asked if the instructor(s) in their General Studies courses presented or discussed the expected learning outcomes for the General Studies course. This question was answered by 142 students with 87% indicating yes, the instructor(s) had done this and 13% responding no, indicating the instructor(s) had not presented or discussed the expected learning outcomes for the General Studies course.

Five questions on the survey asked students about improvement in areas such as evaluating information, application of critical thinking, verbal and written communication, analysis of cultural issues in a global context and evaluation of concepts related to democracy. These questions and the results are presented in Table 7.

The first question, “evaluating information appropriate to the task” was answered by 137 students with a mean of 2.93. Just over one-third (34.31%) of the students agreed or strongly agreed with this question and slightly less (33.58%) disagreed or strongly disagreed.

The question, “applying principles of critical thinking to demonstrate integrative learning” was answered by 136 students with a mean of 2.8. Over one-quarter (28.68%) of the students agreed or strongly agreed with this question and 38.24% disagreed or strongly disagreed.

The question regarding improvement in “communicating effectively in spoken form was answered by 136 students with a mean of 2.96. Over one-third (36.77%) of the students agreed or strongly agreed and just under one-third (32.35%) disagreed or strongly disagreed.

Regarding improvement in “communicating effectively in written form” 136 students answered the question with a mean of 3.15. The percentage of students agreeing or strongly agreeing with this question was 41.17% while 27.2% disagreed or strongly disagreed.

The question addressing improvement in “analyzing cultural issues within a global context” was answered by 136 students with a mean of 2.74. Only 29.41% of students agreed or strongly agreed with this question while 43.39% disagreed or strongly disagreed.

The question regarding improvement in “evaluating in context significant concepts relating to democracy was answered by 136 students with a mean of 2.73. A little over one-quarter (27.94%) of the students agreed or strongly agreed with this while 44.86% disagreed or strongly disagreed.

Table 7. As a result of your General Studies courses, do you think you improved in (percent of total responses).

	Strongly disagree 1	2	3	4	Strongly agree 5	Mean
Evaluating information appropriate to the task.	10.9%	22.6%	32.1%	30.7%	3.6%	2.93
Applying principles of critical thinking to demonstrate integrative learning.	13.2%	25.0%	33.1%	25.7%	2.9%	2.80
Communicating effectively in spoken form.	11.8%	20.6%	30.9%	33.1%	3.7%	2.96
Communicating effectively in written form.	8.8%	18.4%	31.6%	30.9%	10.3%	3.15
Analyzing cultural issues within a global context.	14.7%	28.7%	27.2%	26.5%	2.9%	2.74
Evaluating in context significant concepts relating to democracy.	13.2%	31.6%	27.2%	25.0%	2.9%	2.73

Totals may not equal 100% due to rounding.

Students were asked about their experience with faculty in General Studies courses disciplinary links with other courses. These questions and the results are presented in Table 8.

The question “In my experience, faculty in my General Studies courses did present the purpose for the General Studies program.” was answered by 138 students with a mean of 3.2. Over 40

percent (42.03%) of the students agreed or strongly agreed with this question and 28.98% disagreed or strongly disagreed.

The last two questions on the survey addressed making links from general Studies courses to other disciplines or courses.

The question "I have been able to integrate material learned in UNK General Studies courses into other classes" was answered by 135 students with a mean of 3.0. Two-fifths (40.74%) of the students agreed or strongly agreed with this question and 34.08% disagreed or strongly disagreed.

The question "The UNK General Studies Program allowed me to select from a broad range of topics that supplemented the courses in my major" was answered by 135 students with a mean of 2.71. Less than one-third (29.63%) of the students agreed or strongly agreed on this question and 45.19% disagreed or strongly disagreed.

Table 8. Faculty experience and disciplinary links (percent of total responses).

	Strongly disagree 1	2	3	4	Strongly Agree 5	Mean
In my experience, faculty in my General Studies courses did present the purpose for the General Studies Program	8.0%	21.0%	29.0%	27.5%	14.5%	3.20
I have been able to integrate material learned in UNK General Studies courses into other classes.	17.0%	17.0%	25.2%	30.4%	10.4%	3.00
The UNK General Studies Program allowed me to select from a broad range of topics that supplemented the courses in my major.	20.0%	25.2%	25.2%	23.0%	6.7%	2.71

Totals may not equal 100% due to rounding

Summary and Conclusions

The percentage of surveys sent by class rank mirrored that of enrollment by class rank in the spring 2016 semester when the survey was sent to students. The majority of students answering the survey were in the College of Natural & Social Sciences followed in descending order by the Colleges of Education, Business & Technology, and Fine Arts & Humanities.

An overwhelming majority of the students who responded to the survey have taken a General Studies course(s) at UNK. The Degree Audit/myBlue and academic advisors are the primary way students were informed about the General Studies program. For most students, taking General Studies courses did not help them select their major and over two-fifths of the students disagreed or strongly disagreed that the UNK General Studies program allowed them to select from a broad range of topics that supplemented the courses in their major.

Less than half of the students indicated they had taken an on-line General Studies course with the most common reason for not doing so being they had no interest in on-line courses followed by the General Studies course they wanted to take was not offered on-line. Almost

half of the respondents did not know if there are an adequate number of on-line General Studies courses offered.

The results for most questions on the survey show the percentage of students agreeing or strongly agreeing was within a few percentage points of students who disagreed or strongly disagreed. Mean scores for the questions ranged from 2.5 to 3.2. For three questions on the survey the mean score was 3.0 or above.

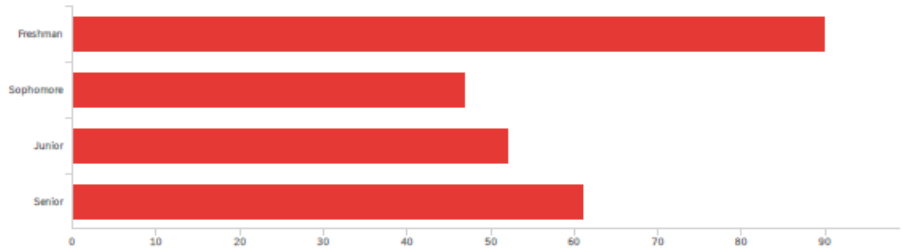
An overwhelming percentage of students indicated the instructors in General Studies courses presented or discussed the expected learning outcomes for the General Studies course but the responses on some questions merit further attention due to a much larger proportion of students disagreeing or strongly disagreeing compared to the proportion or students agreeing or strongly agreeing. More than half of the students viewed the General Studies program primarily as a list of courses that students must take. In some areas of the survey the percentage of students disagreeing or strongly disagreeing met or exceeded forty-percent. The three questions related to critical thinking was one of these areas. The percentage of students disagreeing or strongly disagreeing ranged from 40% to 46.31% on the questions related to students perceiving improvement in critical thinking and problem solving skills as a result of their UNK General Studies courses, the materials they read for General Studies classes encouraging critical thinking, and the required writing assignments in their General Studies classes promoting critical thinking. Over forty percent of the students also disagreed or strongly disagreed that as a result of their General Studies courses they improved in analyzing cultural issues within a global context or that they improved in evaluating in context significant concepts relating to democracy.

C. General Studies Program Student Survey (fall 2021)

Default Report

General Studies Student Survey
January 6, 2022 2:57 PM CST

Q1 - What is your current classification status?

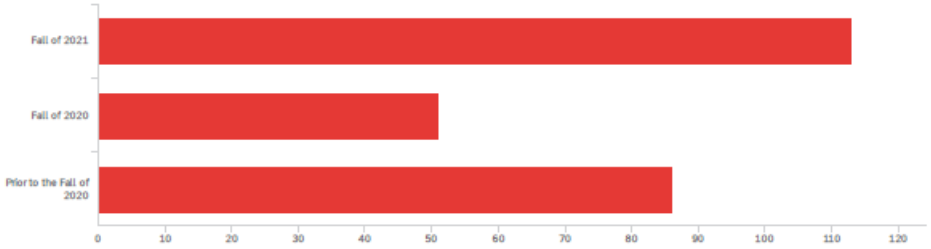


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What is your current classification status?	1.00	4.00	2.34	1.20	1.43	250

#	Field	Choice Count	
1	Freshman	36.00%	90
2	Sophomore	18.80%	47
3	Junior	20.80%	52
4	Senior	24.40%	61
			250

Showing rows 1 - 5 of 5

Q20 - When did you start at UNK

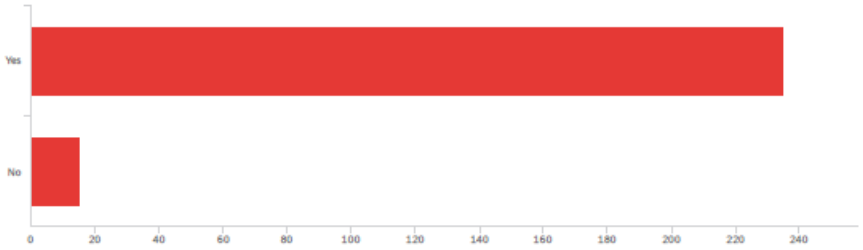


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	When did you start at UNK	1.00	3.00	1.89	0.89	0.78	250

#	Field		Choice Count
1	Fall of 2021	45.20%	113
2	Fall of 2020	20.40%	51
3	Prior to the Fall of 2020	34.40%	86
			250

Showing rows 1 - 4 of 4

Q2 - Have you taken any General Studies course(s) at UNK?

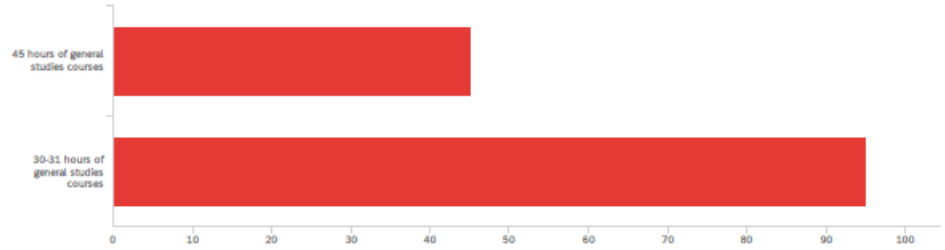


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Have you taken any General Studies course(s) at UNK?	1.00	2.00	1.06	0.24	0.06	250

#	Field		Choice Count
1	Yes	94.00%	235
2	No	6.00%	15
			250

Showing rows 1 - 3 of 3

Q21 - Does your catalog require you to take:

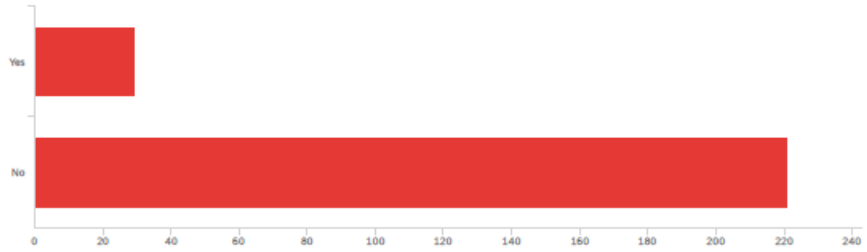


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Does your catalog require you to take:	1.00	2.00	1.68	0.47	0.22	140

#	Field		Choice Count
1	45 hours of general studies courses	32.14%	45
2	30-31 hours of general studies courses	67.86%	95
			140

Showing rows 1 - 3 of 3

Q22 - Have you changed your catalog year to change your GS requirements from 45 to 30/31?

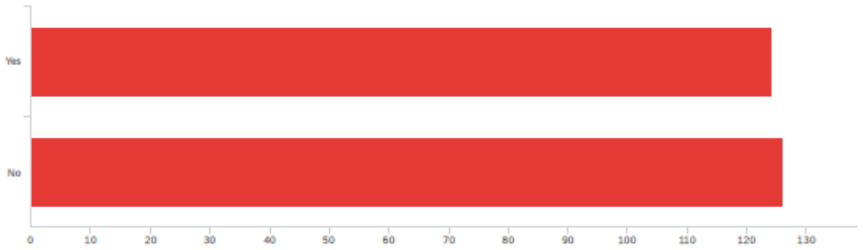


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Have you changed your catalog year to change your GS requirements from 45 to 30/31?	1.00	2.00	1.88	0.32	0.10	250

#	Field		Choice Count
1	Yes	11.60%	29
2	No	88.40%	221
			250

Showing rows 1 - 3 of 3

Q3 - Have you taken an on-line General Studies course from UNK?

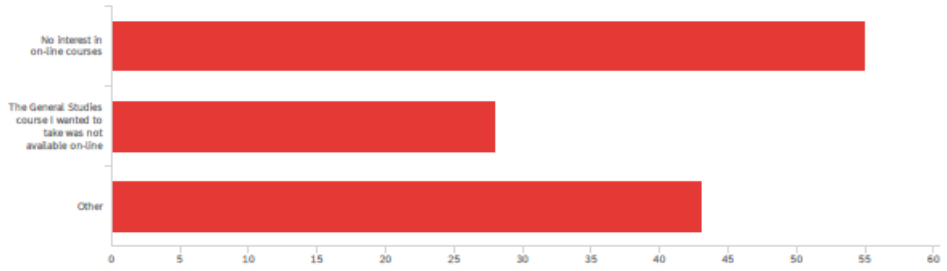


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Have you taken an on-line General Studies course from UNK?	1.00	2.00	1.50	0.50	0.25	250

#	Field		Choice Count
1	Yes	49.60%	124
2	No	50.40%	126
			250

Showing rows 1 - 3 of 3

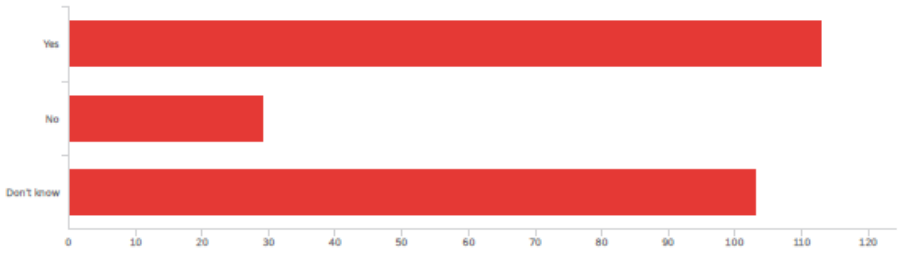
Q4 - If not, why? (Select all that apply)



#	Field		Choice Count
1	No interest in on-line courses	43.65%	55
2	The General Studies course I wanted to take was not available on-line	22.22%	28
3	Other	34.13%	43
			126

Showing rows 1 - 4 of 4

Q5 - Are there an adequate number of on-line General Studies course offerings available at UNK?

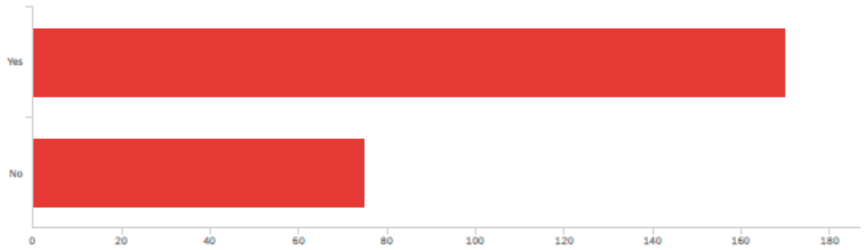


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Are there an adequate number of on-line General Studies course offerings available at UNK?	1.00	3.00	1.96	0.94	0.88	245

#	Field		Choice Count
1	Yes	46.12%	113
2	No	11.84%	29
3	Don't know	42.04%	103
			245

Showing rows 1 - 4 of 4

Q6 - Have you taken any General Studies courses at other institutions?

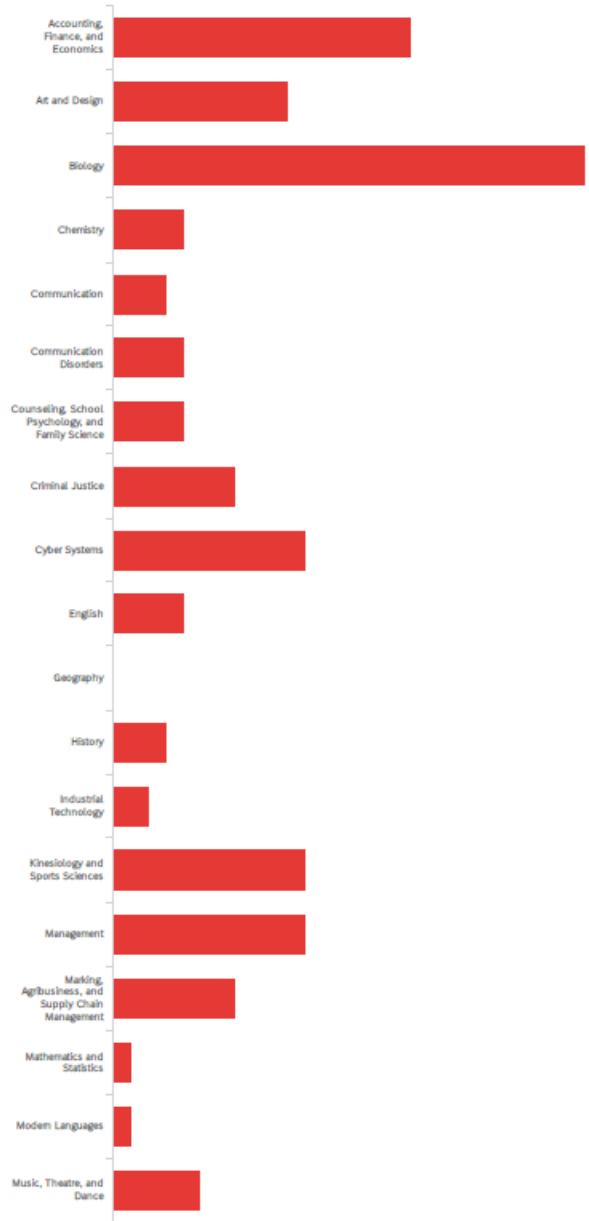


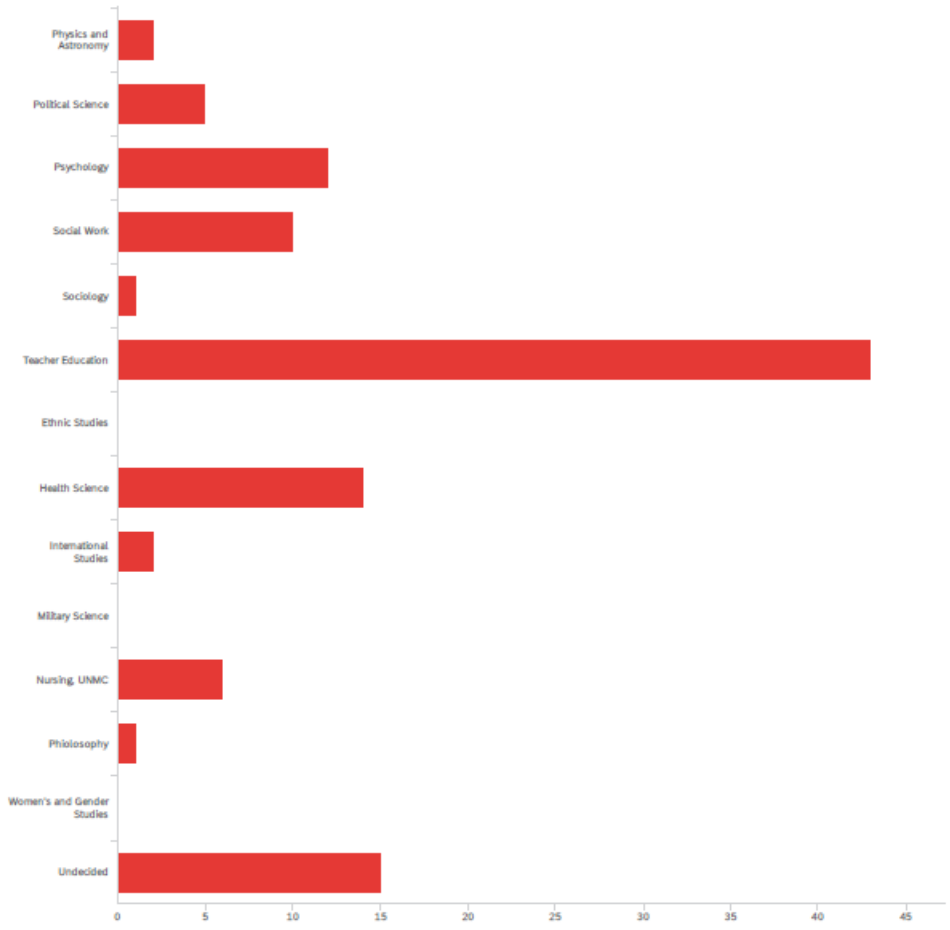
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Have you taken any General Studies courses at other institutions?	1.00	2.00	1.31	0.46	0.21	245

#	Field		Choice Count
1	Yes	69.39%	170
2	No	30.61%	75
			245

Showing rows 1 - 3 of 3

Q7 - In what department is your major (if decided)?





#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	In what department is your major (if decided)?	1.00	33.00	16.04	10.28	105.58	243

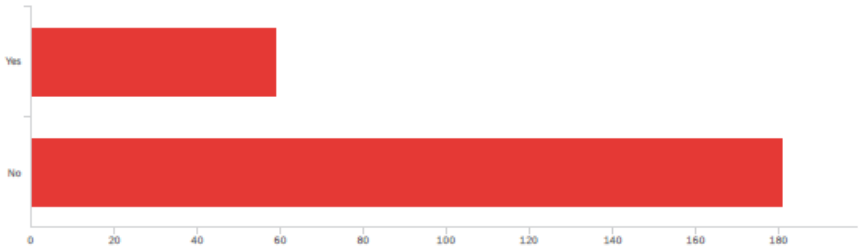
#	Field		Choice Count
1	Accounting, Finance, and Economics	7.00%	17
2	Art and Design	4.12%	10

#	Field	Choice Count
3	Biology	11.11% 27
4	Chemistry	1.65% 4
5	Communication	1.23% 3
6	Communication Disorders	1.65% 4
7	Counseling, School Psychology, and Family Science	1.65% 4
8	Criminal Justice	2.88% 7
9	Cyber Systems	4.53% 11
10	English	1.65% 4
11	Geography	0.00% 0
12	History	1.23% 3
13	Industrial Technology	0.82% 2
14	Kinesiology and Sports Sciences	4.53% 11
15	Management	4.53% 11
16	Marking, Agribusiness, and Supply Chain Management	2.88% 7
17	Mathematics and Statistics	0.41% 1
18	Modern Languages	0.41% 1
19	Music, Theatre, and Dance	2.06% 5
20	Physics and Astronomy	0.82% 2
21	Political Science	2.06% 5
22	Psychology	4.94% 12
23	Social Work	4.12% 10
24	Sociology	0.41% 1
25	Teacher Education	17.70% 43
26	Ethnic Studies	0.00% 0
27	Health Science	5.76% 14
28	International Studies	0.82% 2
29	Military Science	0.00% 0
30	Nursing, UNMC	2.47% 6

#	Field	Choice Count
31	Philosophy	0.41% 1
32	Women's and Gender Studies	0.00% 0
33	Undecided	6.17% 15
		243

Showing rows 1 - 34 of 34

Q8 - Did taking a General Studies course(s) help you to select your major?

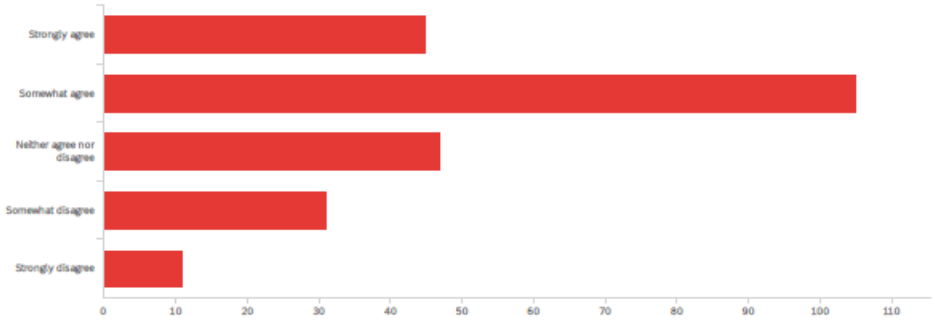


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Did taking a General Studies course(s) help you to select your major?	1.00	2.00	1.75	0.43	0.19	240

#	Field		Choice Count
1	Yes	24.58%	59
2	No	75.42%	181
			240

Showing rows 1 - 3 of 3

Q11 - Purpose of GS:

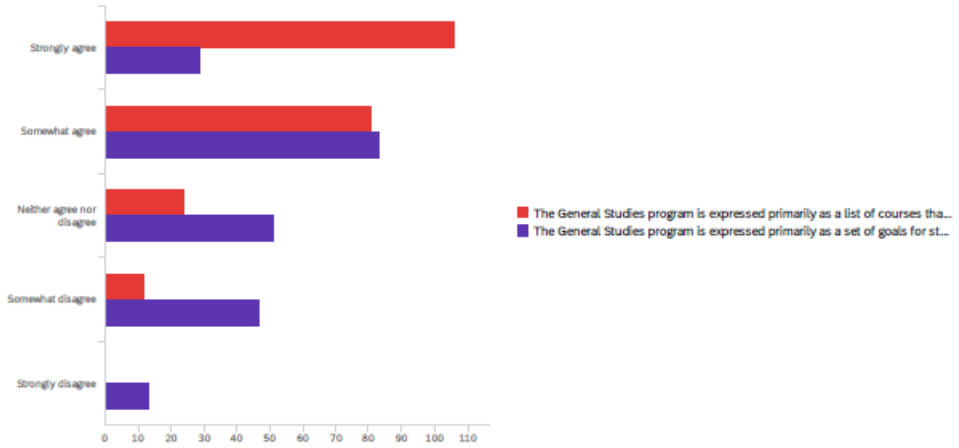


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I have a clear understanding of the purpose of UNK's General Studies Program.	1.00	5.00	2.41	1.07	1.15	239

#	Field		Choice Count
1	Strongly agree	18.83%	45
2	Somewhat agree	43.93%	105
3	Neither agree nor disagree	19.67%	47
4	Somewhat disagree	12.97%	31
5	Strongly disagree	4.60%	11
			239

Showing rows 1 - 6 of 6

Q12 - Goals of GS:

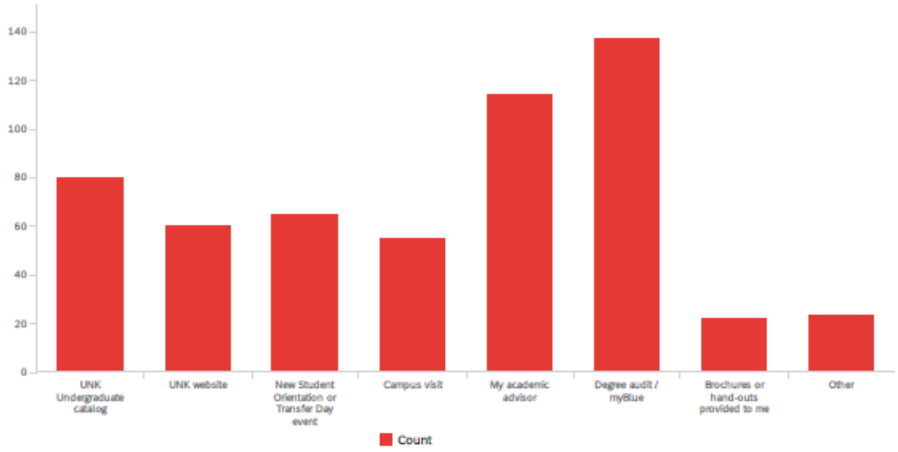


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The General Studies program is expressed primarily as a list of courses that students must take.	1.00	4.00	1.74	0.85	0.73	223
2	The General Studies program is expressed primarily as a set of goals for student learning and development.	1.00	5.00	2.70	1.12	1.24	223

#	Field	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	Total
1	The General Studies program is expressed primarily as a list of courses that students must take.	47.53% 106	36.32% 81	10.76% 24	5.38% 12	0.00% 0	223
2	The General Studies program is expressed primarily as a set of goals for student learning and development.	13.00% 29	37.22% 83	22.87% 51	21.08% 47	5.83% 13	223

Showing rows 1 - 2 of 2

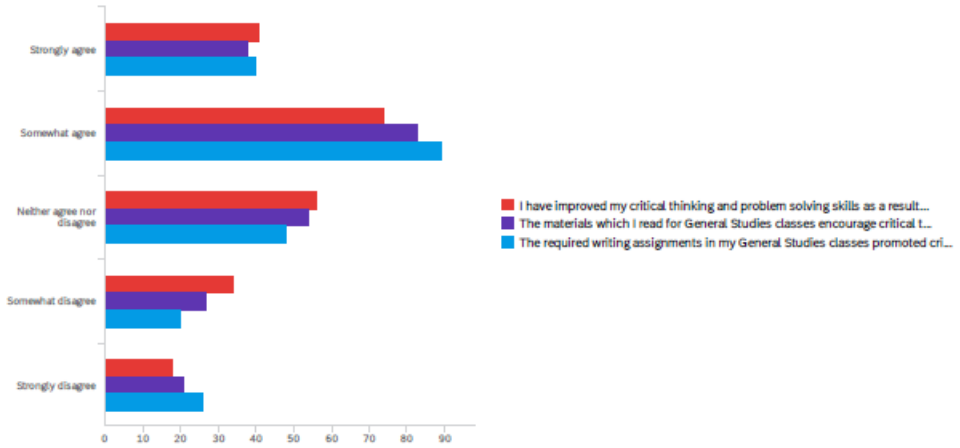
Q13 - I was informed about the General Studies program through (select all that apply)



#	Field	Choice Count	
1	UNK Undergraduate catalog	14.39%	80
2	UNK website	10.79%	60
3	New Student Orientation or Transfer Day event	11.69%	65
4	Campus visit	9.89%	55
5	My academic advisor	20.50%	114
6	Degree audit / myBlue	24.64%	137
7	Brochures or hand-outs provided to me	3.96%	22
8	Other	4.14%	23
			556

Showing rows 1 - 9 of 9

Q14 - For the following question: Critical thinking has been defined as examining different sides of an issue, forming a logical argument, and using it to make an informed decision.

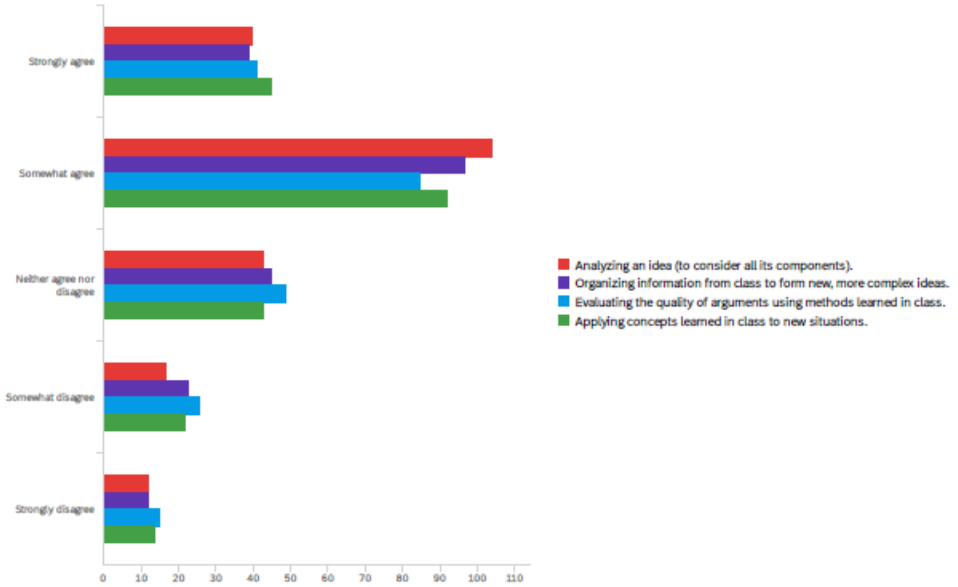


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I have improved my critical thinking and problem solving skills as a result of my UNK General Studies courses.	1.00	5.00	2.61	1.18	1.39	223
2	The materials which I read for General Studies classes encourage critical thinking.	1.00	5.00	2.60	1.18	1.39	223
3	The required writing assignments in my General Studies classes promoted critical thinking.	1.00	5.00	2.57	1.22	1.48	223

#	Field	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	Total
1	I have improved my critical thinking and problem solving skills as a result of my UNK General Studies courses.	18.39% 41	33.18% 74	25.11% 56	15.25% 34	8.07% 18	223
2	The materials which I read for General Studies classes encourage critical thinking.	17.04% 38	37.22% 83	24.22% 54	12.11% 27	9.42% 21	223
3	The required writing assignments in my General Studies classes promoted critical thinking.	17.94% 40	39.91% 89	21.52% 48	8.97% 20	11.66% 26	223

Showing rows 1 - 3 of 3

Q15 - Overall the homework and class activities in my General Studies courses emphasized the following:



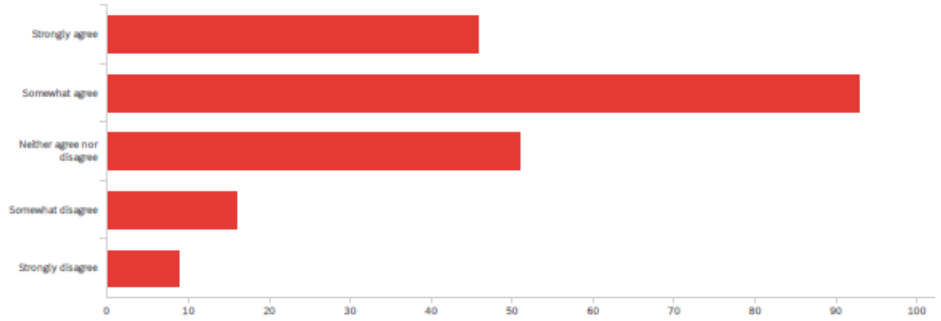
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Analyzing an idea (to consider all its components).	1.00	5.00	2.34	1.04	1.08	216
2	Organizing information from class to form new, more complex ideas.	1.00	5.00	2.41	1.07	1.15	216
3	Evaluating the quality of arguments using methods learned in class.	1.00	5.00	2.49	1.13	1.29	216
4	Applying concepts learned in class to new situations.	1.00	5.00	2.39	1.12	1.25	216

#	Field	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	Total
1	Analyzing an idea (to consider all its components).	18.52% 40	48.15% 104	19.91% 43	7.87% 17	5.56% 12	216

#	Field	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	Total
2	Organizing information from class to form new, more complex ideas.	18.06% 39	44.91% 97	20.83% 45	10.65% 23	5.56% 12	216
3	Evaluating the quality of arguments using methods learned in class.	18.98% 41	39.35% 85	22.69% 49	12.04% 26	6.94% 15	216
4	Applying concepts learned in class to new situations.	20.83% 45	42.59% 92	19.91% 43	10.19% 22	6.48% 14	216

Showing rows 1 - 4 of 4

Q16 - Perspectives on Diversity and Global Issues:

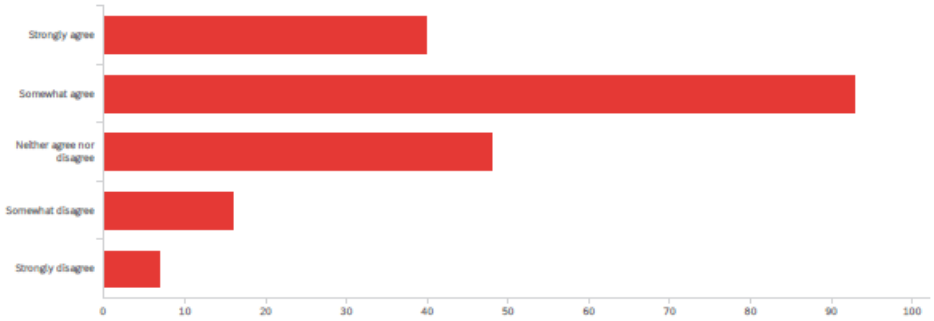


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The General Studies program does explore diversity, international and global issues.	1.00	5.00	2.30	1.02	1.04	215

#	Field		Choice Count
1	Strongly agree	21.40%	46
2	Somewhat agree	43.26%	93
3	Neither agree nor disagree	23.72%	51
4	Somewhat disagree	7.44%	16
5	Strongly disagree	4.19%	9
			215

Showing rows 1 - 6 of 6

Q17 - Civic Competency and Democracy concepts:

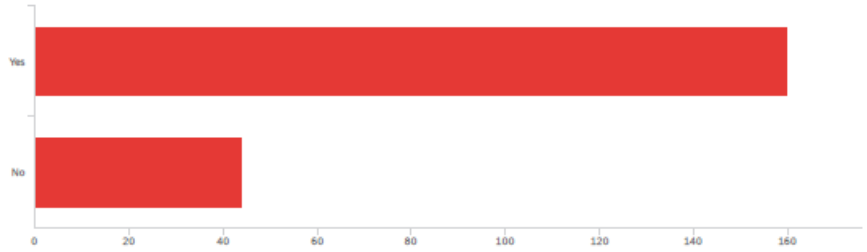


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The General Studies program does provide opportunities to explore concepts important to civic competency and democracy.	1.00	5.00	2.30	0.98	0.96	204

#	Field		Choice Count
1	Strongly agree	19.61%	40
2	Somewhat agree	45.59%	93
3	Neither agree nor disagree	23.53%	48
4	Somewhat disagree	7.84%	16
5	Strongly disagree	3.43%	7
			204

Showing rows 1 - 6 of 6

Q18 - Did the instructor(s) in your General Studies courses present/discuss the expected learning outcomes for the General Studies courses?

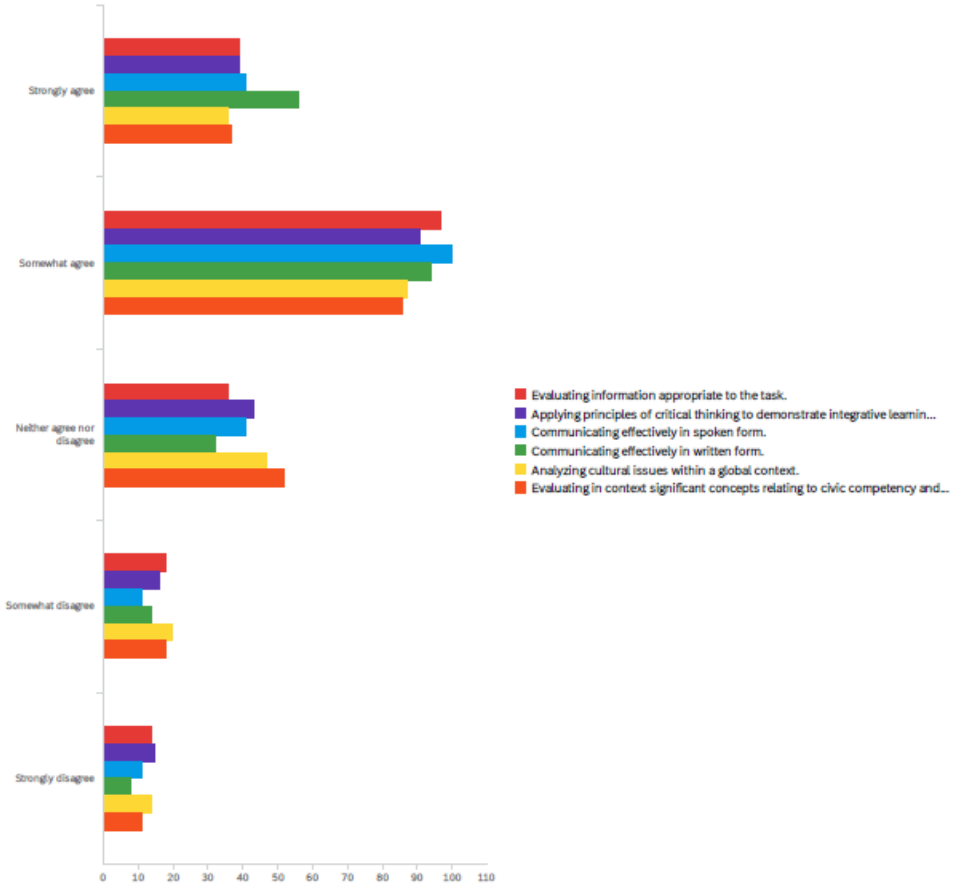


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Did the instructor(s) in your General Studies courses present/discuss the expected learning outcomes for the General Studies courses?	1.00	2.00	1.22	0.41	0.17	204

#	Field		Choice Count
1	Yes	78.43%	160
2	No	21.57%	44
			204

Showing rows 1 - 3 of 3

Q19 - As a result of your General Studies courses, do you think you improved in:



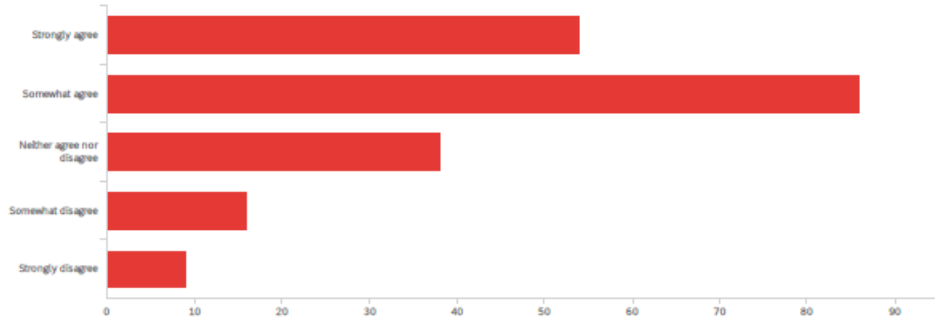
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Evaluating information appropriate to the task.	1.00	5.00	2.37	1.10	1.20	204
2	Applying principles of critical thinking to demonstrate integrative learning.	1.00	5.00	2.40	1.10	1.22	204
3	Communicating effectively in spoken form.	1.00	5.00	2.27	1.02	1.03	204
4	Communicating effectively in written form.	1.00	5.00	2.14	1.02	1.04	204

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
5	Analyzing cultural issues within a global context.	1.00	5.00	2.46	1.10	1.21	204
6	Evaluating in context significant concepts relating to civic competency and democracy.	1.00	5.00	2.41	1.05	1.10	204

#	Field	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	Total
1	Evaluating information appropriate to the task.	19.12% 39	47.55% 97	17.65% 36	8.82% 18	6.86% 14	204
2	Applying principles of critical thinking to demonstrate integrative learning.	19.12% 39	44.61% 91	21.08% 43	7.84% 16	7.35% 15	204
3	Communicating effectively in spoken form.	20.10% 41	49.02% 100	20.10% 41	5.39% 11	5.39% 11	204
4	Communicating effectively in written form.	27.45% 56	46.08% 94	15.69% 32	6.86% 14	3.92% 8	204
5	Analyzing cultural issues within a global context.	17.65% 36	42.65% 87	23.04% 47	9.80% 20	6.86% 14	204
6	Evaluating in context significant concepts relating to civic competency and democracy.	18.14% 37	42.16% 86	25.49% 52	8.82% 18	5.39% 11	204

Showing rows 1 - 6 of 6

Q20 - Faculty Experience:

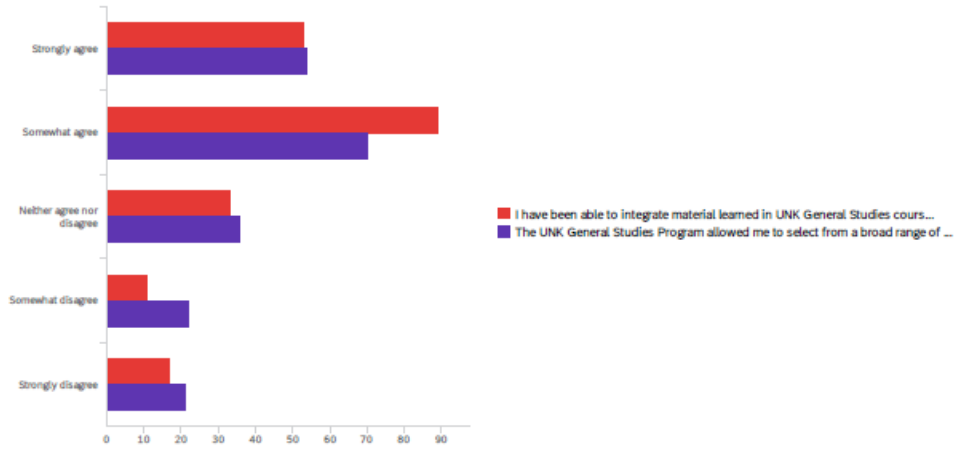


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	In my experience, faculty in my General Studies courses did present the purpose for our General Studies program.	1.00	5.00	2.21	1.06	1.12	203

#	Field	Choice Count
1	Strongly agree	26.60% 54
2	Somewhat agree	42.36% 86
3	Neither agree nor disagree	18.72% 38
4	Somewhat disagree	7.88% 16
5	Strongly disagree	4.43% 9
		203

Showing rows 1 - 6 of 6

Q21 - Disciplinary Links:



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I have been able to integrate material learned in UNK General Studies courses into other classes.	1.00	5.00	2.26	1.15	1.33	203
2	The UNK General Studies Program allowed me to select from a broad range of topics that supplemented the courses in my major.	1.00	5.00	2.44	1.27	1.62	203

#	Field	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	Total
1	I have been able to integrate material learned in UNK General Studies courses into other classes.	26.11% 53	43.84% 89	16.26% 33	5.42% 11	8.37% 17	203
2	The UNK General Studies Program allowed me to select from a broad range of topics that supplemented the courses in my major.	26.60% 54	34.48% 70	17.73% 36	10.84% 22	10.34% 21	203

Showing rows 1 - 2 of 2

Appendix K: AAC&U High-Impact Educational Practices

A Brief Overview (available at https://www.aacu.org/node/4084)

Below is an excerpt from High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter, by George D. Kuh (AAC&U, 2008).

High-Impact Educational Practices: A Brief Overview

The following teaching and learning practices have been widely tested and have been shown to be beneficial for college students from many backgrounds. These practices take many different forms, depending on learner characteristics and on institutional priorities and contexts.

On many campuses, assessment of student involvement in active learning practices such as these has made it possible to assess the practices' contribution to students' cumulative learning. However, on almost all campuses, utilization of active learning practices is unsystematic, to the detriment of student learning. Presented below are brief descriptions of high-impact practices that educational research suggests increase rates of student retention and student engagement.

First-Year Seminars and Experiences

Many schools now build into the curriculum first-year seminars or other programs that bring small groups of students together with faculty or staff on a regular basis. The highest-quality first-year experiences place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students' intellectual and practical competencies. First-year seminars can also involve students with cutting-edge questions in scholarship and with faculty members' own research.

Common Intellectual Experiences

The older idea of a "core" curriculum has evolved into a variety of modern forms, such as a set of required common courses or a vertically organized general education program that includes advanced integrative studies and/or required participation in a learning community. These programs often combine broad themes—e.g., technology and society, global interdependence—with a variety of curricular and cocurricular options for students.

Learning Communities

The key goals for learning communities are to encourage integration of learning across courses and to involve students with "big questions" that matter beyond the classroom. Students take two or more linked courses as a group and work closely with one another and with their professors. Many learning communities explore a common topic and/or common readings through the lenses of different disciplines. Some deliberately link "liberal arts" and "professional courses"; others feature service learning.

Writing-Intensive Courses

These courses emphasize writing at all levels of instruction and across the curriculum, including final-year projects. Students are encouraged to produce and revise various forms of

writing for different audiences in different disciplines. The effectiveness of this repeated practice "across the curriculum" has led to parallel efforts in such areas as quantitative reasoning, oral communication, information literacy, and, on some campuses, ethical inquiry.

Collaborative Assignments and Projects

Collaborative learning combines two key goals: learning to work and solve problems in the company of others, and sharpening one's own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research.

Undergraduate Research

Many colleges and universities are now providing research experiences for students in all disciplines. Undergraduate research, however, has been most prominently used in science disciplines. With strong support from the National Science Foundation and the research community, scientists are reshaping their courses to connect key concepts and questions with students' early and active involvement in systematic investigation and research. The goal is to involve students with actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.

Diversity/Global Learning

Many colleges and universities now emphasize courses and programs that help students explore cultures, life experiences, and worldviews different from their own. These studies—which may address US diversity, world cultures, or both—often explore "difficult differences" such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power. Frequently, intercultural studies are augmented by experiential learning in the community and/or by study abroad.

ePortfolios

ePortfolios are the latest addition to AAC&U's list of high-impact educational practices, and higher education has developed a range of ways to implement them for teaching and learning, programmatic assessment, and career development. ePortfolios enable students to electronically collect their work over time, reflect upon their personal and academic growth, and then share selected items with others, such as professors, advisors, and potential employers. Because collection over time is a key element of the ePortfolio process, employing ePortfolios in collaboration with other high-impact practices provides opportunities for students to make connections between various educational experiences.

Service Learning, Community-Based Learning

In these programs, field-based "experiential learning" with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the

opportunity students have to both apply what they are learning in real-world settings and reflect in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.

Internships

Internships are another increasingly common form of experiential learning. The idea is to provide students with direct experience in a work setting—usually related to their career interests—and to give them the benefit of supervision and coaching from professionals in the field. If the internship is taken for course credit, students complete a project or paper that is approved by a faculty member.

Capstone Courses and Projects

Whether they're called "senior capstones" or some other name, these culminating experiences require students nearing the end of their college years to create a project of some sort that integrates and applies what they've learned. The project might be a research paper, a performance, a portfolio of "best work," or an exhibit of artwork. Capstones are offered both in departmental programs and, increasingly, in general education as well.

Table 1

Relationships between Selected High-Impact Activities, Deep Learning, and Self-Reported Gains

	Deep Learning	Gains: General	Gains: Personal	Gains: Practical
First-Year				
Learning Communities	+++	++	++	++
Service Learning	+++	++	+++	+++
Senior				
Study Abroad	++	+	+	++
Student–Faculty Research	+++	++	++	++
Internships	++	++	++	++
Service Learning	+++	++	+++	+++
Senior Culminating Experience	+++	++	++	++

+ $p<0.001$, ++ $p<0.001$ & Unstd B > 0.10, +++ $p<0.001$ & Unstd B > 0.30

Table 2

Relationships between Selected High-Impact Activities and Clusters of Effective Educational Practices

	Level of Academic Challenge	Active and Collaborative Learning	Student–Faculty Interaction	Supportive Campus Environment
First-Year				
Learning Communities	+++	+++	+++	++
Service Learning	+++	+++	+++	+++
Senior				
Study Abroad	++	++	++	++
Student–Faculty Research	+++	+++	+++	++
Internships	++	+++	+++	++
Service Learning	+++	+++	+++	+++
Senior Culminating Experience	++	+++	+++	++

+ $p<0.001$, ++ $p<0.001$ & Unstd B > 0.10, +++ $p<0.001$ & Unstd B > 0.30

Appendix L: GS Course Lists and GS Enrollment Fall 2021

		Freshman	Sophomore	Junior	Senior
LOPER - First Year Seminar	ACCT-126-01	18	5	1	
	ACCT-126-02	29			
	ACCT-126-03	26	1		
	CDIS-126-01	16	2	1	
	CSP-126-01	27			
	CSP-126-02	27	1		
	CSP-126-03	27			
	ENG-126-01	27			
	ENG-126-02	27			
	ENG-126-03	27	1		
	ENG-126-04	20			
	ENG-126-05	19	1		
	ENG-126-06	19	1		
	FAMS-126-01	18	1	1	
	FAMS-126-02	27	1		
	FAMS-126-03	18	1		
	FAMS-126-04	16	4		
	FAMS-126-05	27			
	FAMS-126-06	27			
	FIN-126-01	29			
	FIN-126-02	26	1		
	FIN-126-03	18	5	1	
	FIN-126-04	19	1		
	FIN-126-05	16	4		
	FIN-126-06	18	1	1	
	FIN-126-07	18	1		
	HIST-126-01	26	5		
	ITEC-126-01	28	1		
	ITEC-126-02	27	3		
	ITEC-126-03	28	1		
	ITEC-126-04	26	5		
	MGT-126-01	28	1		
	MGT-126-02	28	1		
	MGT-126-03	27	2		
	MGT-126-04	26	1		
	MGT-126-05	18	5	1	
	MGT-126-06	29			
	MKT-126-01	27	2		
	MKT-126-02	28	1		
	MKT-126-03	28	1		
	PE-126-01	16	2	1	
	PE-126-02	19	1		
	PE-126-03	20			
	PE-126-04	16	4		
	PE-126-05	19	1		

	PE-126-06	19	1			
	PE-126-07	19	1			
	PE-126-08	18	1		1	
	REC-126-01	19	1			
	REC-126-02	19	1			
	REC-126-03	20				
	REC-126-01	19	1			
	SPCH-126-02	26	5			
	TE-126-01	16	2		1	
LOPER - Writing Skills	ENG-101-01	21	1			
	ENG-101-02	21	1			
	ENG-101-03	20			1	
	ENG-101-04	20	3			
	ENG-101-06	20				
	ENG-101-07	18	1			
	ENG-101-08	22				
	ENG-101-09	19				1
	ENG-101-10	17	4			1
	ENG-101-11	22			1	
	ENG-101-12	18				
	ENG-101-13	22				
	ENG-101-14	19			1	1
	ENG-101-16	17	3		1	
	ENG-101-17	21	1			
	ENG-101-18	9	4		1	4

LOPER - Writing Skills	ENG-101-19	10	5	3	1	
	ENG-101-21	9				
	ENG-101-22	22				
	ENG-101-23	15				
	ENG-101-24	18				
	ENG-101-25	25				
	ENG-101-26	12				
	ENG-101H-01	11				
	ENG-102-01	8	3		1	
	ENG-102-02	9	7	4	1	
	ENG-102-03	8	11	3		
	ENG-102-04	14	8			
	ENG-102-05	11	6	1		
	ENG-102-07	6	9	5		
	ENG-102-08	2	9	4	4	
	ENG-102-09	37				
	ENG-102H-01	18	4		1	
LOPER - Oral Communication Skills	ITEC-290-01	23				
	ITEC-290-02	22	2			
	ITEC-290-03	22	1	1		
	ITEC-290-04	6	4	6	5	
	ITEC-290-05	14	2			
	SPCH-100-01	16	5	2		

	SPCH-100-02	20	3	1	1
	SPCH-100-03	21	2		
	SPCH-100-04	19	3	1	1
	SPCH-100-05	21	3		
	SPCH-100-06	6	3		
	SPCH-100-07	17	4	1	
	SPCH-100-08	20		3	
	SPCH-100-09	18	5	2	
	SPCH-100-10	20	1		
	SPCH-100-11	23			
	SPCH-100-14	20	2		
	SPCH-100-15	18	2	2	
	SPCH-100-16	4	6	8	
	SPCH-100-17	10	6	2	1
	SPCH-100-18	8	5	4	1
	SPCH-100-19	9	3	5	2
	SPCH-100-21	14	1	1	
	SPCH-100-22	22			
	SPCH-100H-01	16	7	1	1
LOPER - Mathematics, Statistics,	CYBR-101-01	20	5	5	3
and Quantitative Reasoning	CYBR-101-02	20	5	5	3
	CYBR-101-03	5	3	2	2
	CYBR-101-04	5	3	2	2
	CYBR-101-05			1	
	CYBR-101-06			1	
	MATH-102-02	25	6		2
	MATH-102-03	19	6	2	2
	MATH-102-04	4	8	5	2
	MATH-102-05	10	4	2	1
	MATH-102-06	4	9	4	2
	MATH-102-09	5	3	2	
	MATH-103-01	14	8	8	1
	MATH-106-01	11	7	8	5
	MATH-115-01	16	2	2	3
	MATH-115-02	18	5		
	MATH-120-01	1	7	11	11
	MATH-123-01	11	8	3	2
	MATH-123-02	15	3	1	
	MATH-123-03	20	5		1
	MATH-230-01	7	7	12	2
	MATH-230-02	1	12	11	3
	MGT-233-01	1	9	15	3
	MGT-233-02	2	7	9	6
	MGT-233-03		6	8	6
	PSY-250-01		9	12	3
	PSY-250-02	2	9	4	4
	PSY-250-03	1	7	6	2
LOPER - Mathematics, Statistics,	STAT-235-01	1	6	3	2

and Quantitative Reasoning	STAT-241-01	11	18	7	2
	STAT-241-02	2	18	6	4
	STAT-241-03	4	1	7	5
LOPER - Visual or Performing Arts	ART-100-01	13	4	1	1
	ART-100-02	14	3	1	2
	ART-100-03	10	7	2	
	ART-100-04	11	6	2	1
	ART-100-05	16	3		
	ART-100-06	15	4	1	
	ART-100-07	15	2		
	ART-100-08	16	3		
	ART-100-09	3	6	11	3
	ART-100-10	8	6	7	4
	ART-100-11	2	10	8	5
	ART-100-12	3	12	5	
	ART-100-13	7			
	ART-120-01	13	7	4	
	ART-120-02	5	12	3	3
	ART-120-03	4	9	2	2
	DANC-122-01	16	9		1
	MUS-100-01	20	12	1	1
	MUS-100-02	12	12	6	1
	MUS-100-03	7	12	3	4
	MUS-100H-01	9	8	4	1
	MUS-101-01	11	5	2	2
	MUS-107-01	18	5	2	3
	MUS-347-01	1	1	6	7
	MUS-347H-01		1		1
	THEA-120-01	17	7		
LOPER - Humanities	ENG-235H-01	6	1	1	
	ENG-250-01		9	2	1
	ENG-251-01		7	7	6
	ENG-251-02	2	11	3	2
	ENG-252-01		10	10	1
	ENG-253-01		6	5	7
	ENG-254-01	1	8	7	1
	ENG-254-02	2	4	3	2
	FREN-200-01		2	1	
	GERM-200-01	1	2		1
	GERM-200-02	8			
	GERM-201-01	1			
	HIST-110-01	44	18	7	2
	HIST-111-01	43	12	3	3
	HIST-112-01	12	7	3	2
	HIST-176-01	13	3	1	1
	HIST-176-02	4	10	6	1
	HIST-176H-01	18	4		
	HIST-210-01	22	7	2	2
	HIST-210-02	6	5	7	4
	HIST-211-01	10	10	5	
	HIST-215-01	5	5	7	2

	HIST-250-01	20	6	2	
	HIST-250-02	12	2	1	
	HIST-250-04	49			
	HIST-250-08	5	9	6	5
	HIST-251-01	7	2	3	
	HIST-251-02	29	12	3	1
	HIST-251-03	30	3	1	
	HIST-251-04	8	13	8	2
	HIST-251-06	36			
	HIST-251-07	8	17		
	HIST-251-08	7	7	6	3
	PHIL-100-01	6	5	4	2
	PHIL-100-02	2	4	5	1
	PHIL-100-03	4	3		3
	PHIL-100H-01	15	2		
	PHIL-120-01	1	1	1	
	PHIL-120-02		2	3	2
	PHIL-120-03	1	3	2	1
LOPER - Humanities	PHIL-253-01	1	1	4	1
	SPAN-200-01	3	2	2	
	SPAN-200-02	1	1	2	1
	SPAN-200-03	7			
	SPAN-201-01	2	3	2	2
	SPAN-201-02	1	4		
	SPAN-201-03	28			
	SPAN-205-01			2	
	SPAN-205-02	3	2	1	
	SPAN-205-03	24			
	SPCH-154-01	7	4	5	1
	SPCH-154-02	5	11	7	2
	SPCH-154-03	9	2	5	4
	SPCH-154-04	12	5	5	2
LOPER - Social Science	CJUS-101-01	14	7	5	2
	CJUS-101-02	22	3		1
	CJUS-101-03	22	3	2	1
	ECON-270-01	18	13	5	
	ECON-270-02	19	10	2	
	ECON-270-03	5	15	5	4
	ECON-271-01	12	16	3	2
	ECON-271-03	13	13	7	
	ECON-271-04	7	7	12	8
	FAMS-151-02	3	12	3	6
	FAMS-151-03	7	8	7	3
	FAMS-151-04	4	20	2	1
	FAMS-151-05	4	9	5	3
	FAMS-351-01	2	4	6	8
	FAMS-351-03	1	9	9	7
	GEOG-104-01	24	9	6	3
	GEOG-104-02	7	19	11	3

	GEOG-106-01	11	7	6	1
	GEOG-106-02	13	4	3	1
	GEOG-206-01	7	6	3	
	PSCI-110-01	15	4	2	2
	PSCI-110-02	12	9	5	1
	PSCI-110-03	20	5	4	
	PSCI-110-04	12	16	2	
	PSCI-110-05	25	3		
	PSCI-110-06	6	5	5	5
	PSCI-110-07	2	7	5	5
	PSCI-140-01	13	9	2	3
	PSCI-140-02	9	12	7	5
	PSCI-168-01	11	5		1
	PSCI-168-02	11	5	2	1
	PSY-203-01	50	17	4	4
	PSY-203-02	50	15	3	2
	PSY-203-03	29	4		1
	PSY-203-05	17	19	12	5
	PSY-203-06	12	3		
	PSY-230-01	21	29	8	1
	PSY-230-02	1	16	13	11
	PSY-230-04	9	4	3	
	SOC-100-01	9	6	1	
	SOC-100-02	27	10	4	3
	SOC-100-03	60	14	2	1
	SOC-100-04	18	1	3	
	SOC-100-05	7	16	1	4
LOPER - Natural Science	BIOL-103-01	132	20	13	6
	BIOL-103-02	16	5		1
	BIOL-103-03	14	1	4	1
	BIOL-103-04	17	3	1	1
	BIOL-103-05	15	3	2	
	BIOL-103-06	14	5	1	1
	BIOL-103-07	5	2	2	1
	BIOL-103-08	16	1	1	
	BIOL-103-09	19		1	
	BIOL-103-10	16		1	1
	BIOL-105-01	68	20	3	6
	BIOL-105-02	7	5	1	1
LOPER - Natural Science	BIOL-105-03	16	1	1	1
	BIOL-105-04	12	4		
	BIOL-105-05	12	2		1
	BIOL-105-06	11	5	1	3
	BIOL-105-07	10	3		
	BIOL-105-08	6			
	BIOL-105-09	6			
	BIOL-105-10	37			
	BIOL-105-11	37			
	BIOL-105-12	7			

BIOL-105-13	7			
BIOL-106-01	33	9	5	
BIOL-106-02	15	7	2	
BIOL-106-03	18	2	3	
BIOL-215-01	2	2	5	8
BIOL-215-02	2	2	5	8
CHEM-145-01	43	14	6	1
CHEM-145-02	18	4		
CHEM-145-03	12	5	5	
CHEM-145-04	13	5	1	1
CHEM-145-05	32	6	3	4
CHEM-145-06	4	2		1
CHEM-145-07	13	2	1	1
CHEM-145-08	15	2	2	2
CHEM-160-01	19	1	3	
CHEM-160-02	22	8	5	
CHEM-160-03	17	6	1	
CHEM-160-04	23	7		
CHEM-160-05	21	10	3	2
CHEM-160-06	9	3	1	1
CHEM-160-07	24			
CHEM-160L-01	10	3	1	
CHEM-160L-02	7	1		1
CHEM-160L-03	11	4		
CHEM-160L-04	14	2	1	
CHEM-160L-05	17	3		
CHEM-160L-06	10	4	2	
CHEM-160L-08	13	2		1
CHEM-160L-09	8	4	5	
CHEM-160L-10	12	3		
CHEM-160L-11	10	6		
CHEM-160L-12	24			
GEOG-101-01	1	6	5	3
GEOG-101-02	1	6	5	3
GEOG-102-01	1	6	7	7
GEOG-102-02	1	6	7	7
GEOG-103-01	7	12		1
GEOG-103-02	14	12	8	1
GEOG-103-03	23	10	8	4
GEOG-103-04	3	9	10	7
GEOG-103-05	3	4	6	11
GEOG-103-06	4	8	10	1
PHYS-100-01	4	21	6	1
PHYS-100-02		11	4	2
PHYS-100L-01	1	13	5	
PHYS-100L-02	3	7	1	1
PHYS-100L-03		12	4	1
PHYS-155-01		1	1	6
PHYS-155L-01		1	1	6
PHYS-201-01	5	13	12	1
PHYS-201-02	5	13	12	1

	PHYS-205-01		4	20	5
	PHYS-205-02	1		18	12
	PHYS-205L-01	1	1	8	3
	PHYS-205L-02		1	6	9
	PHYS-205L-03			17	1
	PHYS-205L-04		1	8	4
	PHYS-210-01	2	1	3	2
	PHYS-275L-02			1	
	PHYS-276-01		4	2	
LOPER - Natural Science	PHYS-276L-01		4	2	1
LOPER - Civic Competency and	CSP-150-01	19	3		1
Engagement	ENG-252-01		10	10	1
	GEOG-323-01	5	2	9	5
	HIST-176-01	13	3	1	1
	HIST-176-02	4	10	6	1
	HIST-176H-01	18	4		
	JMC-100-02	2	8	3	5
	JMC-100-03	1	9	4	3
	JMC-100-04	11	8		
	PHIL-105-01	5	6	2	2
	PSCI-110-01	15	4	2	2
	PSCI-110-02	12	9	5	1
	PSCI-110-03	20	5	4	
	PSCI-110-04	12	16	2	
	PSCI-110-05	25	3		
	PSCI-110-06	6	5	5	5
	PSCI-110-07	2	7	5	5
	PSCI-140-01	13	9	2	3
	PSCI-140-02	9	12	7	5
	SOWK-170-01	21	11	6	1
	SOWK-170-02	25	8	2	2
	SOWK-170-03		3	5	6
	SOWK-170-04	4	2	4	3
	SOWK-170-05	3	8	7	5
LOPER - Respect for Human	DANC-122-01	16	9		1
Diversity	ENG-235H-01	6	1	1	
	ENG-253-01		6	5	7
	ETHS-101-01	13	3	3	3
	FAMS-151-02	3	12	3	6
	FAMS-151-03	7	8	7	3
	FAMS-151-04	4	20	2	1
	FAMS-151-05	4	9	5	3
	FREN-200-01		2	1	
	GEOG-104-01	24	9	6	3
	GEOG-104-02	7	19	11	3
	GEOG-106-01	11	7	6	1
	GEOG-106-02	13	4	3	1
	GEOG-206-01	7	6	3	
	GERM-200-01	1	2		1

	GERM-200-02	8			
	GERM-201-01	1			
	HIST-111-01	43	12	3	3
	HIST-112-01	12	7	3	2
	HIST-215-01	5	5	7	2
	INTS-200-01	8	7	3	1
	MGT-230H-01	12	15	3	
	MUS-101-01	11	5	2	2
	MUS-107-01	18	5	2	3
	PSCI-168-01	11	5		1
	PSCI-168-02	11	5	2	1
	SOC-369-01		2	11	20
	SOWK-420-01	1	8	8	4
	SOWK-420-02		5	16	6
	SPAN-200-01	3	2	2	
	SPAN-200-02	1	1	2	1
	SPAN-200-03	7			
	SPAN-201-01	2	3	2	2
	SPAN-201-02	1	4		
	SPAN-201-03	28			
	SPAN-205-01	2			
	SPAN-205-02	3	2	1	
	SPAN-205-03	24			
	SPCH-154-01	7	4	5	1
	SPCH-154-02	5	11	7	2
	SPCH-154-03	9	2	5	4
	SPCH-154-04	12	5	5	2
	TE-100-01	21	6	4	
	TE-100-03	9	10	6	
	TE-100-04	11	11	3	1
LOPER - Respect for Human	TE-100-05	25	2		
Diversity	TE-100-06	1	2	9	5
	TE-100-07	6			
	WSTD-220-01	3	10	6	6
LOPER - Wellness	FIN-160-01	24	5		
	FIN-160-02	24	4	1	1
	FIN-160-03	1	9	8	11
	PE-108-01	19	4		1
	PE-108-02	13	7	3	1
	PE-108-03	3	13	8	6
	PE-108-04	6	12	3	5
	PE-108-05	7	10	4	5
	PE-150-01	27	6	3	1
	PE-150-02	22	13	3	1
	PE-150-04	33	5	1	1
	PE-150-05	25	8	3	
	PE-150-06	22	4	3	1
	PE-150-07	2	11	7	7
	PE-150-08	4	8	8	6

PE-150-11	8	13	1	5
PE-150-12	1	6	11	1
PSY-231-01	9	13	14	12

Appendix M: List of Approved GS Courses (linked to catalog descriptions)

LOPER 1: First Year Seminar

College	Course	Descr
CAS	CHEM 126	First Year Seminar
CAS	CJUS 126	First Year Seminar
CAS	ENG 126	First Year Seminar
CAS	FORL 126	First Year Seminar
CAS	GEOG 126	First Year Seminar
CAS	HIST 126	First Year Seminar
CAS	JMC 126	First Year Seminar
CAS	MUS 126	First Year Seminar
CAS	PHIL 126	First Year Seminar
CAS	PHYS 126	First Year Seminar
CAS	PSCI 126	First Year Seminar
CAS	PSY 126	First Year Seminar
CAS	SOC 126	First Year Seminar
CAS	SPCH 126	First Year Seminar
CAS	THEA 126	First Year Seminar
CBT	ACCT 126	First Year Seminar
CBT	AGBS 126	First Year Seminar
CBT	BSAD 126	First Year Seminar
CBT	BSED 126	First Year Seminar
CBT	CYBR 126	First Year Seminar
CBT	ECON 126	First Year Seminar
CBT	FIN 126	First Year Seminar
CBT	ITEC 126	First Year Seminar
CBT	MGT 126	First Year Seminar
CBT	MKT 126	First Year Seminar
CBT	SCM 126	First Year Seminar
COE	CDIS 126	First Year Seminar
COE	CSP 126	First Year Seminar

COE	FAMS 126	First Year Seminar
COE	PE 126	First Year Seminar
COE	REC 126	First Year Seminar
COE	TE 126	First Year Seminar

LOPER 2: Writing Skills

College	Course	Descr
CAS	ENG 101	Intro Academic Writing
CAS	ENG 102	Academic Writing and Research

LOPER 3: Oral Communication

College	Course	Descr
CBT	ITEC 290	Communicating Through Tech
CAS	SPCH 100	Fund of Speech Comm

LOPER 4: Mathematics, Statistics and Quantitative Reasoning

College	Course	Descr
CAS	MATH 102	College Algebra
CAS	MATH 103	Plane Trigonometry
CAS	MATH 106	Mathematics for Liberal Arts
CAS	MATH 115	Calculus I w/Analytic Geometry
CAS	MATH 120	Finite Mathematics
CAS	MATH 123	Applied Calculus I
CAS	MATH 230	Math for Elementary Teachers I
CAS	PSY 250	Behavioral Statistics
CAS	STAT 235	Intro Stat Social Science
CAS	STAT 241	Elementary Statistics
CBT	CYBR 101	CS I: Python for Analytics
CBT	CYBR 102	CS I: C for Security
CBT	CYBR 103	CS I: Java for Software Dev
CBT	CYBR 306	Intro To Predictive Modeling
CBT	MGT 233	Business Statistics

LOPER 5: Visual or Performing Arts

College	Course	Descr
CAS	ART 100	Art Structure

CAS	ART 120	Art Appreciation
CAS	ART 375	Art, Activism, & Social Mvts
CAS	ART 377	Scientific Study of Art
CAS	DANC 122	Dance Appreciation
CAS	MUS 100	Music Appreciation
CAS	MUS 101	Amer Musical Theatre
CAS	MUS 107	Intro to Rock and Blues
CAS	MUS 347	Music Hist & Lit I
CAS	MUS 348	Music Hist & Lit II
CAS	THEA 120	Intro to Theatre

LOPER 6: Humanities

College	Course	Descr
CAS	ENG 235H	American Studies
CAS	ENG 240H	Lit Clas West Wrld
CAS	ENG 250	Intro to Lit: British Lit
CAS	ENG 251	Intro to Lit: American Lit
CAS	ENG 252	Intro Lit: Wstrn Civilization
CAS	ENG 253	Intro Lit: Non-Wstrn Civ
CAS	ENG 254	Intro Lit: Special Topics
CAS	ENG 255	Intro to Children's Lit
CAS	ENG 260	Images:Women in Literature
CAS	ENG 280H	Special Topics
CAS	FREN 200	Intermediate French I
CAS	FREN 201	Intermediate French II
CAS	FREN 205	Culture Conversation Compostn
CAS	GERM 200	Intermediate German I
CAS	GERM 201	Intermediate German II
CAS	GERM 205	Culture Conversation & Comp
CAS	HIST 110	History of Science & Medicine
CAS	HIST 111	Nebraska in the World
CAS	HIST 112	Hist Religions of the World
CAS	HIST 176	Democratic Debates

CAS	HIST 210	Western Civilization
CAS	HIST 211	Western Civilization
CAS	HIST 212	Non-Western World History
CAS	HIST 215	Intro Latin America
CAS	HIST 230	World History to 1600
CAS	HIST 231	World History since 1600
CAS	HIST 250	American History
CAS	HIST 251	American History
CAS	PHIL 100	Intro to Philosophy
CAS	PHIL 120	Intro to Ethics
CAS	PHIL 250	Ancient Philosophy
CAS	PHIL 251	Medieval Philosophy
CAS	PHIL 253	Modern Philosophy
CAS	PHIL 254	Contemporary Philosophy
CAS	SPAN 200	Interm Spanish I
CAS	SPAN 201	Interm Spanish II
CAS	SPAN 205	Culture Conversation & Composn
CAS	SPCH 154	Cross-Cultural Communication

LOPER 7: Social Science

College	Course	Descr
CAS	CJUS 101	Intro to Criminal Justice
CAS	CJUS 375	Comparative Crim Just Systems
CAS	CJUS 380	Minorities & Criminal Justice
CAS	GEOG 104	World Regional Geography
CAS	GEOG 106	Human Geography
CAS	GEOG 206	Geography of the US and Canada
CAS	PSCI 110	Intro to American Politics
CAS	PSCI 140	Democracies Around the World
CAS	PSCI 168	Intro International Relations
CAS	PSCI 280H	Special Topics-Honors
CAS	PSY 203	General Psychology
CAS	PSY 230	Human Development

CAS	SOC 100	Intro to Sociology
CAS	SOC 250	Anthropology
CBT	ECON 100	Contemp Econ Issues
CBT	ECON 270	Prin of Econ-Macro
CBT	ECON 271	Prin of Econ-Micro
COE	FAMS 151	Human Sexual Behav
COE	FAMS 351	Marr/Fam Relations

LOPER 8: Natural Science

College	Course	Descr
CAS	BIOL 103	Gen Biology
CAS	BIOL 105	Biology I
CAS	BIOL 106	Biology II
CAS	BIOL 215	Human Physiology
CAS	CHEM 101	Chemistry & Current Events
CAS	CHEM 145	Intro Chem
CAS	CHEM 150	Intro to Organic & Biochem
CAS	CHEM 160	General Chem
CAS	CHEM 160L	Gen Chem Lab
CAS	CHEM 161	General Chem
CAS	CHEM 161L	Gen Chem Lab
CAS	GEOG 101	Phys Geog I: The Atmosphere
CAS	GEOG 102	Phys Geog: Lithosphere
CAS	GEOG 103	Dynamic Planet: Hazards
CAS	GEOG 209	Meteorology
CAS	PHYS 100	Physical Science
CAS	PHYS 100L	Physical Science Laboratory
CAS	PHYS 107	Physical Science for Elem Ed
CAS	PHYS 131H	Newton's Universe
CAS	PHYS 155	Science of Sound and Music
CAS	PHYS 155L	Science of Sound & Music Lab
CAS	PHYS 201	Earth Science
CAS	PHYS 203	Physics for Allied Health

CAS	PHYS 205	General Physics I
CAS	PHYS 205L	Physics I Laboratory
CAS	PHYS 209	Meteorology
CAS	PHYS 210	Astronomy
CAS	PHYS 275	General Physics I (Calc)
CAS	PHYS 275L	General Phys I (Calculus) Lab
CAS	PHYS 276	General Physics II (Calculus)
CAS	PHYS 276L	General Phys II (Calculus) Lab

LOPER 9: Civic Competency and Engagement

College	Course	Descr
CAS	CJUS 102	Crime, Democracy and Justice
CAS	ENG 153	Democratic Vistas
CAS	ENG 252	Intro Lit: Wstrn Civilization
CAS	GEOG 323	Political Geography
CAS	HIST 176	Democratic Debates
CAS	JMC 100	Global Media Literacy
CAS	PHIL 105	Phil Roots American Democracy
CAS	PSCI 110	Intro to American Politics
CAS	PSCI 140	Democracies Around the World
CAS	PSCI 280H	Special Topics-Honors
CAS	SOWK 170	Intro to Social Welfare
COE	CSP 150	Chancellor's Leadership Class
COE	PE 202	Foundation of AL in Education

LOPER 10: Respect for Human Diversity

College	Course	Descr
CAS	ART 375	Art, Activism, & Social Mvts
CAS	CJUS 370	Women and Crime
CAS	CJUS 380	Minorities & Criminal Justice
CAS	DANC 122	Dance Appreciation
CAS	ENG 235H	American Studies
CAS	ENG 253	Intro Lit: Non-Wstrn Civ
CAS	ENG 255	Intro to Children's Lit

CAS	ENG 260	Images: Women in Literature
CAS	ETHS 101	Introduction to Ethnic Studies
CAS	FREN 200	Intermediate French I
CAS	FREN 201	Intermediate French II
CAS	FREN 205	Culture Conversation Compostn
CAS	GEOG 104	World Regional Geography
CAS	GEOG 106	Human Geography
CAS	GEOG 206	Geography of the US and Canada
CAS	GERM 200	Intermediate German I
CAS	GERM 201	Intermediate German II
CAS	GERM 205	Culture Conversation & Comp
CAS	HIST 111	Nebraska in the World
CAS	HIST 112	Hist Religions of the World
CAS	HIST 212	Non-Western World History
CAS	HIST 215	Intro Latin America
CAS	HIST 230	World History to 1600
CAS	HIST 231	World History since 1600
CAS	INTS 200	Intro to International Studies
CAS	MUS 101	Amer Musical Theatre
CAS	MUS 107	Intro to Rock and Blues
CAS	PSCI 168	Intro International Relations
CAS	SOC 369	Sociology of Gender
CAS	SOWK 420	Diversity and Social Justice
CAS	SPAN 200	Interm Spanish I
CAS	SPAN 201	Interm Spanish II
CAS	SPAN 205	Culture Conversation & Composn
CAS	SPCH 154	Cross-Cultural Communication
CAS	WSTD 220	Women's & Gender Studies
CBT	MGT 230	Managing Diversity/Organizatns
COE	CSP 185	Culture and Ethnic Identity
COE	FAMS 151	Human Sexual Behav
COE	TE 100	Tchg in a Democratic Society

LOPER 11: Wellness

College	Course	Descr
CAS	PSY 231	Abnormal Behavior & Society
CBT	FIN 160	Personal Money Management
COE	PE 108	Intro to Nutrition
COE	PE 150	Healthy Wealthy and Wise

Appendix N: First Year Seminar, Portal, and Capstone Courses offered during Fall 2021

LOPER 1: First Year Seminar (126)

The First-Year Seminar provides students with a multidisciplinary experience in which they approach an issue or problem from the perspective of three different academic differences. The First-Year Seminar will consist of three 1-credit hour courses taken as co-requisites in a single semester. The successful completion of all three courses satisfies the General Studies LOPER 1 course requirement. Students may take the First-Year Seminar in any discipline, irrespective of their major or minor. Students admitted as readmit students or transfer students who transfer 18 or more hours of General Studies credit to UNK are exempt from taking a LOPER 1 course.

ACCT/FIN/MGT 126 - Capitalism: How & Why it Works (Fall 2021 & Spring 2022)

CDIS/PE/TE 126- Character Successful Loper Leader (Fall 2021 & Spring 2022)

CHEM/PHIL/PHYS 126- Fermi's Paradox: If We're Not (Spring 2022)

CSP/ENG/FAMS 126- You at UNK: Developing Individual (Fall 2021)

ENG/PE/REC 126- Live Long, Live Well (Fall 2021 & Spring 2022)

FAMS/FIN/PE 126- Living My Best Life (Fall 2021 & Spring 2022)

FIN/PE/REC 126- Ballin' on a Budget (Fall 2021 & Spring 2022)

HIST/ITEC/SPCH 126- Problems of Leadership in Complex World (Fall 2021)

ITEC/MGT/MKT 126- Acquiring Professional Skills (Fall 2021 & Spring 2022)

General Studies Portal (188)

Students analyze critical issues confronting individuals and society in a global context as they pertain to the discipline in which the Portal course is taught. The Portal is intended to help students succeed in their university education by being mentored in process of thinking critically about important ideas and articulating their own conclusions. Students may take the Portal in any discipline, irrespective of their major or minor. Satisfies the General Studies Portal course requirement. Students may take their Portal course in any discipline. Students who transfer 24 or more hours of General Studies credit to UNK are exempt from taking a portal course.

CSP 188- Culture and Ethnic Identity (Fall 2021 & Spring 2022)

FAMS 188- Intimate Relationships (Fall 2021 & Spring 2022)

HIST 188- History of Warfare/Viking World (Fall 2021)

History of Food (Spring 2022)

PE 188- The New World Religion (Fall 2021 & Spring 2022)

PSCI 188- Contemporary Political Issues: Healthy Policy (Fall 2021)

REC 188- In Pursuit of Adventure (Fall 2021)

SOC 188- Generation Me (Fall 2021)

TE 188- Leadership for Today & Tomorrow (Spring 2022)

THEA 188- Why We Wear Clothes: Historical Europe (Fall 2021)

General Studies Capstone (388)

ART 388- Scientific Study of Art (Fall 2021)

BIOL 388- Illustrating Science (Fall 2021 & Spring 2022)

CYBR 388- Social Networking (Fall 2021 & Spring 2022)

ENG 388- Literature, History, & Science of Space Flight (Spring 2022)

HIST/PSY 388- R I P: Death and Cemetery Culture (Spring 2022)

ITEC 388- Applied Project Management (Spring 2022)

MKT 388- Emerging Marketing Media/ Event Management (Fall 2021 & Spring 2022)

PE 388- The Science of Play (Fall 2021 & Spring 2022)

PSCI 388- The Politics of Love (Spring 2022)

SOWK 388- Substance Abuse and Addictive Disorder (Fall 2021 & Spring 2022)

TE 388- History of Education in America (Fall 2021)

Appendix O: Current General Studies Courses with Catalog Descriptions

A. LOPER 2: Written Communications

ENG 101 – Introduction of Academic Writing 3 credit hours

A study of the art of composition with special emphasis on the writing process and on essay form. Students study methods of invention and arrangement and hone their stylistic, grammatical, and punctuation skills.
Prerequisite: ENG 100A or English ACT score of 17 or greater or department permission

ENG 102 – Special Topics in Academic Writing and Research 3 credit hours

A continuing study of composition with emphasis on intertextuality. Students learn to read texts in a variety of ways, to respond to those texts, to integrate voices from multiple sources into a single paper using standard citation conventions, and to find pertinent information through library research or interviews and to use it to create coherent and well-developed papers.
Prerequisite: ENG 101 or equivalent or English ACT score of 29 or above

B. Loper 3: Oral Communication Skills

ITEC 290 – Communicating Through Technology 3 credit hours

Utilizing traditional, computer, and internet presentation technology, the course will address how to communicate effectively utilizing verbal and nonverbal communication techniques. Evaluating, listening, presenting, body language, and technology based presentation programs are a few of the main topics.

SPCH 100 – Fundamentals of Speech Communication 3 credit hours

Study and practice of principles of public speaking.

C. Loper 4: Mathematics, Statistics, and Quantitative Reasoning

CYBR 101 – Computer Science I: Python for Analytics 4 credit hours

A gentle first course in problem solving and software development; including logic, data storage and manipulation, data types, assignment statements, basic input/output, selection control, repetition control, subprograms, data file input/output, simple GUIs, one dimensional arrays and rudimentary software engineering techniques. Students complete programming projects using Python. Good programming techniques, program clarity, style, and effective documentation are emphasized through practice in designing, coding, and debugging programs. Intended for students with little or no programming experience. It aims to provide students with an understanding of the role computation can play in analyzing data in business, science, mathematical, and other problems. It is designed to help students, regardless of their major, feel justifiably confident of their ability to write small programs that allow them to accomplish useful goals. The class will use the Python programming language. Three hours lecture, two hours laboratory each week.
Prerequisite: Completion of or concurrent enrollment in MATH 102 or ACT Math score of 22 or above or Math placement into MATH 103 or above.

CYBR 102 – Computer Science I: C for Security 3 credit hours

A rigorous first course in problem solving and software development that demonstrates the power of C as a high and low level language. Includes logic, data storage and manipulation, data

types, assignment statements, basic input/output, selection control, repetition control, subprograms, parameter passage, scope of identifiers, data file input/output, one dimensional arrays and rudimentary software engineering techniques. Students complete programming projects using C programming. Secure programming techniques, program clarity, style, and effective documentation are emphasized through practice in designing, coding, and debugging programs. Intended for students interested in improving their security or engineering related problem-solving abilities through the use of software development, but no programming experience is necessary. Laboratory assignments develop mastery of the C programming language and a basic understanding of modern secure software development practices. Two hours lecture, two hours laboratory each week.
Prerequisite: Completion of or concurrent enrollment in MATH 102 or ACT Math score of 22 or above or Math placement into MATH 103 or above.

CYBR 103 – Computer Science I: Java for Software Development 4 credit hours

An in-depth first course in problem solving and software development; including logic, data storage and manipulation, data types, assignment statements, standard input/output, selection control, repetition control, subprograms, parameter passage, scope of identifiers, data file input/output, simple GUIs, software classes, objects, one dimensional arrays and rudimentary software engineering techniques. Students complete programming projects using Java. Good programming techniques, object-oriented design, program clarity, style, and effective documentation are emphasized through practice in designing, coding, and debugging programs. Intended for students interested in improving their problem-solving abilities through high quality software development, but no programming experience is necessary. Laboratory assignments develop mastery of a high-level programming language, and programming experience in Java, and a basic understanding of modern software development practices. Three hours lecture, two hours laboratory each week.
Prerequisite: Completion of or concurrent enrollment in MATH 102 or ACT Math score of 22 or above or Math placement into MATH 103 or above or completion of MATH 102 or above.

CYBR 306 – Introduction to Predictive Modeling 3 credit hours

Data Analytics uses real-time processing of sentiment, buzz, social networks, context and/or other data of interest to improve performance and impact. This course will expand on basic statistical and analytical tools for developing an understanding of advanced methods for data analysis and modeling to support decision making. Students learn how to develop, explore, model, and answer questions using analytical processes to examine datasets, including "big data". Predictive modeling is introduced to show how to use these concepts, and others, to support more informed decisions and to drive business strategy using current and rapidly changing technologies. The course covers the fundamentals of databases, data analysis, data visualization, inferential statistics, and reporting; all supporting predictive and prescriptive analytics. Two hours lecture, two hours lab per week.
Prerequisite: MGT 233 or STAT 241 or STAT 345 or BIOL 305 or PSY 250

MATH 102 – College Algebra 3 credit hours

A college level algebra course which includes a study of linear equations and inequalities, relations and functions, graphing of linear and quadratic functions, polynomial and rational functions, logarithmic and exponential functions, systems of equations, matrices, sequences and series, and other selected topics all of which are necessary for the study of calculus.

Prerequisite: MATH 101 or Math ACT Score of 20 or greater and two years of high school algebra Students may not enroll in MATH 102 after earning credit for MATH 115 or MATH 123..

MATH 103 – Plane Trigonometry 3 credit hours

Study of trigonometric functions.
Prerequisite: MATH 102 or Math ACT Score of 22 or greater and two years of high school algebra

MATH 106 – Mathematics for Liberal Arts 3 credit hours

An enrichment course investigating the structure, aesthetics and philosophy of mathematics and its cultural relevance.
Prerequisite: MATH 101 or Math ACT Score of 17 or greater and 2 years of high school algebra.

MATH 115 – Calculus I with Analytic Geometry 5 credit hours

Limits and continuity, differentiation of algebraic and trigonometric functions, elementary integration (with applications) of algebraic and trigonometric functions.
Prerequisite: MATH 103 or Math ACT score of 23 or above 4 yrs HS Math including 2 yrs algebra 1 yr geom and sr level pre-calc.

MATH 120 – Finite Mathematics 3 credit hours

An introduction to modern mathematical concepts, with applications. Includes logic, set theory, probability, vectors, matrices, linear programming, and game theory.
Prerequisite: MATH 102 or Math ACT score of 22 or greater and two years of high school algebra.

MATH 123 – Applied Calculus I 3 credit hours

The concepts of calculus with emphasis on applications to the areas of business, biology, economics, and the social and behavioral sciences. Credit cannot be received for both MATH 115 and 123.
Prerequisite: MATH 102 or Math ACT score 22/above 4 yrs HS math including 2 yrs algebra 1 yr geom sr level precalc course Students may not enroll in MATH 123 after earning credit for MATH 115.

MATH 230 – Math for Elementary Teachers I 3 credit hours

In this course, preservice teachers develop knowledge of mathematics important for the effective teaching of PK-6 students. The mathematical topics investigated in the course include problem solving, the number system, alternate base systems, operations with whole numbers and integers, introductory number theory concepts, and data analysis. In all of these topics, preservice teachers learn to develop appropriate mathematical explanations, understand student reasoning about mathematics, and communicate mathematical reasoning.
Prerequisite: MATH 102 or MATH 104 or Math ACT score of 20 or greater and four years of high school mathematics including two years of algebra and one year of geometry and a senior level mathematics course.

MGT 233 – Business Statistics 3 credit hours

MATH 120 or MATH 123 are recommended. A study of basic statistical analysis of business and economic data demonstrating its use in making sound business decisions.
Prerequisite: Either MATH 102 or MATH 120 or MATH 123 Students with a Business major must also take BSAD 100 or ITEC 130

PSY 250 – Behavioral Statistics 3 credit hours

The methodology used in scientific research is described along with the special problems that psychologists face in the interpretation of research results. Prior completion of college algebra is recommended.
Prerequisite: PSY 203

STAT 235 – Introduction to Statistics for Social Sciences 3 credit hours

An introduction to statistics for educational and sociological research. The course will include descriptive statistics, normal distribution and an introduction to correlation and hypothesis testing.
Prerequisite: Completion of MATH 101 or MATH 102 or MATH 115 or MATH 123 or Math ACT score of 20 or greater Students may not enroll in STAT 235 after earning credit for STAT 241.

STAT 241 – Elementary Statistics 3 credit hours

An introduction to statistics for sciences and business. The course will include graphing techniques, descriptive statistics, elementary probability models, estimation and hypothesis testing, and an introduction to correlation and regression.
Prerequisite: MATH 101 or MATH 102 or MATH 123 or MATH 115 or ACT Math score of 20 or greater

D. Loper 5: Visual or Performing Arts

ART 100 – Art Structure 3 credit hours

The purpose of this course is to provide the student with a basic visual literacy in the visual arts. Through hands-on application, the visual elements and organizational principles of design will be considered and explored in conjunction with significant styles from the history of art.
Additional Course Fee Required

ART 120 – Art Appreciation 3 credit hours

The purpose of this course is to provide the student with a basic visual literacy in the visual arts (including architecture, digital art, drawing, graphic design, installation, motion pictures, painting, performance art, photography, printmaking, and sculpture). This course is designed to promote and develop a sensitive awareness of the visual arts, their inherent aesthetic value, and their relationships with other disciplines. At the same time, students will gain an understanding of how images are used for advertising, propaganda, as well as to create a sense of cultural or spiritual identity.

ART 375 – Art, Activism, & Social Movements 3 credit hours

This course will explore art as a form of political activism-the dynamic practice of combining the creative power of the arts with the strategic planning of social and/or cultural engagement. As a class, we will consider different aesthetic strategies that artists have used to address the politically urgent questions of their place and time. Students will seek answers to the questions of

How is activism made visible? and How has visual culture played a role within the social movements of the last several decades? Some of the ideological intersections between art and politics that will be examined include: visual responses to structural racisms, global climate change, feminism, state violence, and queer/trans equality issues.

ART 377 – Scientific Study of Art 3 credit hours

Beauty is said to exist in the eye of the beholder but is that really true? Why do people love to go see certain movies over others? Why are certain types of people considered beautiful and others are not? Why do we prefer one object over another, and how do we quantify classic forms, and value? This class is designed for the inquisitive lay person and expert alike. Students will analyze things such as, 'classic' films and determine why they are classics. We will look at artworks and determine if they are still relevant as 'art'. We will look at new media approaches such as youtube, and evaluate them against formulaic models for defining art. Students will investigate why artists, and humans in general, are compelled to create everything from paintings to experimental 3D films. We will investigate these art definitions and models through the lens of evolutionary science, neurology, psychology, and mathematics. Can statistical data tracking through social media offer insights into why we like certain objects? Students may be exposed to revolutionary ideas, and unexpected relationships between sex, desire, and evolutionary genetics. We will look at current data collection algorithmic methods, psychological studies, and neuroaesthetic brain scanning technology and other science based methods to understand and connect how and why we react to `art'. This is not a philosophy course to discuss beauty in the abstract, nor is it a science course, but rather a general knowledge approach to the visual arts. A broad variety of general knowledge approaches will be employed as we discuss how visual arts (movies, videos, youtube, and other forms of artistic expression) affect us emotionally, psychologically, and how it is intertwined into our evolutionary growth and progress as humans, and if it can be programmed as artificial intelligence becomes more prevalent.

DANC 122 – Dance Appreciation 3 credit hours

Nonperformance course. Survey of dance as an art form from primitive dance through the ages of ballet, modern dance, and jazz; the media; methods of recording dance; hazards of the profession; problems of dance today. Lectures and discussions on anatomy, body alignment, and dance as art for the lay dance community.
Additional Course Fee Required

MUS 100 – Music Appreciation 3 credit hours

A survey of music in its basic concepts covering a broad spectrum of world styles and eras.

MUS 101 – American Musical Theatre 3 credit hours

This course explores the history and development of musical theatre in America from the 19th century to the present. Examination of significant movements and works, composers and lyricists, from stage and movie musicals will be conducted through socio-political, historical, and cultural contexts, and IDEA (Inclusion, Diversity, Equity, and Access) in the musical theatre canon. Pivotal to this course will be musicals that depict the African American experience, queer/trans issues, racial, ethnic, and cultural diversity, protest, as well as issues of ecology, feminism, war, and peace.

MUS 107 – Introduction to Rock and Blues 3 credit hours

A survey of the musical styles of rock and blues from the 1800s to the 1990s through lecture, readings, recordings, concerts, and audiovisual presentations. These indigenous American musical forms are examined from both a musical and cultural vantage point.

MUS 347 – Music History and Literature I 3 credit hours

A survey of the development of western music from Plato to 1800 providing insight into fundamental compositional style elements and performance practices of each historical period within a socio-politico-economic context. Students will become acquainted with landmark composers and compositions.

MUS 348 – Music History and Literature II 3 credit hours

A survey of the development of western music from 1800 to the present providing insight into fundamental compositional style elements and performance practices of each historical period within a socio-politico-economic context. Students will become acquainted with landmark composers and compositions.

THEA 120 – Introduction to the Theatre 3 credit hours

Study of theatre as a continuing cultural tradition. Designed to explore the role of theatre in society, and acquaint theatre majors and non-majors alike with the basic areas of theatre practice and study. Topics covered may include theater history, dramatic literature, acting, playwriting, theatre technology, and/or design. Methods of instruction include discussions, projects, and hands-on experience with mainstage productions.

E. Loper 6: Humanities

ENG 235H – American Studies 3 credit hours

General Studies course for Honors students. Students will employ the techniques of interdisciplinary studies to arrive at an understanding of American culture. They will focus on problem(s) in American life which may range from local to international and may deal with any or all time periods. Subject matter from a variety of disciplines will help illuminate the problem being studied.
Prerequisite: ENG 101 or ENG 102

ENG 240H – Literary Classics of the Western World 3 credit hours

A General Studies course for Honors students. Introduction to major works of literature ranging from classical antiquity to the present. Authors, genres, and periods will vary. Emphasis will be placed on close reading and comparative analysis, as well as the question of how to define a classic.
Prerequisite: ENG 101 or ENG 102

ENG 250 – Introduction to Literature: British Literature 3 credit hours

Introduction to authors, genres, and periods from the British literary tradition. Some emphasis will be placed on recurring themes, literary devices, and close reading of texts.
Prerequisite: ENG 101 or ENG 102

ENG 251 – Introduction to Literature: American Literature 3 credit hours

American literary texts and backgrounds and perspectives helpful in reading them. Students acquire the skills to interpret these texts and to express their interpretation in forms of discourse suitable to an academic setting.
Prerequisite: ENG 101 or ENG 102

ENG 252 – Introduction to Literature: Western Civilization 3 credit hours

Examines representative literary works from the ancient to the modern world.
Prerequisite: ENG 102

ENG 253 – Intro to Literature: Non-Western Civilization 3 credit hours

Examines representative literary works from the ancient to the modern world which have either shaped or reflected contemporary thought and are thus important to what are generally identified as non-western cultures.
Prerequisite: ENG 101 or ENG 102

ENG 254 – Introduction to Literature: Special Topics 3 credit hours

Introduces types of literature and techniques used in writing and reading texts; works will differ in genre, style, source, and context from section to section.
Total Credits Allowed: 12.00
Prerequisite: ENG 101 or ENG 102

ENG 255 – Introduction to Children's Literature 3 credit hours

A study of culturally diverse texts from varied historical contexts that have been recommended to and/or popular among children, informed by readings of literary criticism and historical discourses on childhood.
Prerequisite: ENG 101

ENG 260 – Images of Women in Literature 3 credit hours

An introduction to the study of images of women in various genres of literature. Works of fiction, poetry, and drama written by women will be studied and discussed.
Prerequisite: ENG 101 or ENG 102

ENG 280H – Special Topics 3 credit hours

A General Studies course for Honors students. Interdiscplinary course that examines the connections between disciplines.

FREN 200 – Intermediate French I 3 credit hours

Review of grammar combined with conversation and short readings on cultural and literary topics of the French and Francophone world.
Prerequisite: FREN 101 or equivalent

FREN 201 – Intermediate French II 3 credit hours

Review of grammar combined with conversation and short readings on cultural and literary topics of the French and Francophone world.
Prerequisite: FREN 101 or equivalent

FREN 205 – Culture, Conversation, and Composition 3 credit hours

Conversation based on cultural and literary texts, with simple composition.
Prerequisite: FREN 200 and FREN 201 or equivalent

GERM 200 – Intermediate German I 3 credit hours

Grammar review, reading for understanding, conversation and composition practice.
Prerequisite: GERM 101 or equivalent

GERM 201 – Intermediate German II 3 credit hours

Grammar review, reading for understanding, conversation and composition practice.
Prerequisite: GERM 101 or equivalent

GERM 205 – Culture, Conversation and Composition 3 credit hours

Conversation based on cultural and literary texts, with simple composition.
Prerequisite: GERM 200 or equivalent

HIST 110 – History of Science & Medicine 3 credit hours

This course surveys the social, political, economic, and cultural histories of technologies and science in the modern era. By examining the dynamic relationships between science, medicine, technology, and society, this course will provide students with a deeper understanding of how these histories intersect with other sub-specialties such as medicine and health history as well as military, foreign relations, and environmental and agricultural histories.

HIST 111 – Nebraska in the World 3 credit hours

This course surveys the history of Nebraska from pre-contact to the present day from transnational and global perspectives. Nebraska in the World will explore readings and topics that situate the state, its people, politics, culture, economy, and environment within larger international and transnational contexts. By examining the contexts, connections, and circulations of peoples, ideas, and capital between Nebraska and the globe, this class will provide students with a deeper understanding of how Nebraska's history intersects with sub-fields like immigration, political, and environmental histories as well as the history of American empire and foreign relations. Nebraska in the World will also introduce students to the most influential monographs and scholars of transnational history and Nebraska history as well as new developments in the field.

HIST 112 – History of Religions in the World 3 credit hours

This course introduces students to the history of the world's religions. It surveys the origins and historical impact of several of the major religious traditions of the world and examines their core beliefs and rituals in comparative perspective. Topics include the nature of religion and varying approaches to the scholarly study of religion; the emergence of new religions; and overviews of the following religious traditions: African and Native American indigenous traditions; Hinduism; Jainism; Buddhism; Chinese Religions; Shinto; Judaism; Christianity; Islam; and Sikhism.

HIST 176 – Democratic Debates 3 credit hours

A reading and discussion oriented class focusing on democratic development and practice from ancient origins to the modern period. Special attention will be devoted to the formulation of democratic principles and to the procedures and results of the democratic process. Efforts to reform and to expand democracy over time and place will also be highlighted.

HIST 210 – Western Civilization 3 credit hours

A brief survey of ancient Near Eastern civilization, history of Greek and Roman peoples, feudalism, medieval church, crusades, Renaissance and Reformation.

HIST 211 – Western Civilization 3 credit hours

The Age of Absolute Monarchy, the French Revolution and Napoleon, Age of Nationalism and the two World Wars.

HIST 212 – Non-Western World History 3 credit hours

A survey of the historical interaction of the specific civilizations which together comprise non-Western world civilization in their intellectual, political, economic, and religious aspects.

HIST 215 – Introduction to Latin America 3 credit hours

A general introduction to the history of Latin America from the Amerindian past to the present. The approach is both chronological and thematic and designed to introduce the student to the fundamental political, social, economic, and cultural elements that have coalesced to distinguish these societies in this important part of the world.

HIST 230 – World History to 1600 3 credit hours

A survey of the historical interaction of the pre-modern world's civilizations in their intellectual, political, economic, and religious aspects.

HIST 231 – World History since 1600 3 credit hours

A survey of the historical interaction of the modern world's civilizations in their intellectual, political, economic, and religious aspects.

HIST 250 – American History 3 credit hours

American history covering the period from 1492 to 1865.

HIST 251 – American History 3 credit hours

American history covering the period from 1865 to present.

PHIL 100 – Introduction to Philosophy 3 credit hours

What is Philosophy? This course seeks both to convey a sense of what philosophy has been and to engage the student in a philosophical dialogue concerning perennial and contemporary issues. Among topics dealt with are: freedom, God, knowledge, morality and justice.

PHIL 120 – Introduction to Ethics 3 credit hours

Introduction to a philosophical analysis of the idea of an ethical life: reading and critical discussion of both historical and contemporary sources.

PHIL 250 – Ancient Philosophy 3 credit hours

Reading and critical analysis of the texts of the philosophers of ancient Greece and Rome with an emphasis on Socrates, Plato and Aristotle.

PHIL 251 – Medieval Philosophy 3 credit hours

Reading and critical analysis of the major philosophical issues of the middle ages, such as the relation of faith and reason and philosophy to theology, the interpretation of texts, and the conflict between the vita activa and the vita contemplative.

PHIL 253 – Modern Philosophy 3 credit hours

Reading and critical analysis of texts of seventeenth and eighteenth century philosophers such as Descartes, Locke, Hume and Berkeley.

PHIL 254 – Contemporary Philosophy 3 credit hours

Study of contemporary issues and methods in Philosophy, including, but not limited to, Phenomenology, Existentialism, Analytic Philosophy.

SPAN 200 – Intermediate Spanish I 3 credit hours

Grammar review, reading for understanding, conversation practice, and composition practice.
Prerequisite: SPAN 101 or equivalent

SPAN 201 – Intermediate Spanish II 3 credit hours

A continuation of SPAN 200, with an emphasis on reading and conversation.
Prerequisite: SPAN 200 or equivalent

SPAN 205 – Culture, Conversation and Composition 3 credit hours

Conversation on cultural and literary topics on the intermediate level and simple composition.
Prerequisite: SPAN 201 or equivalent

SPCH 154 – Cross-Cultural Communication 3 credit hours

This course is designed to provide students with effective cross-cultural communication skills.

F. Loper 7: Social Science

CJUS 101 – Introduction to Criminal Justice 3 credit hours

This course is intended to provide a broad understanding of the functional components of the criminal justice system and their interrelationship. It will also provide a basic understanding of the American crime problem.

CJUS 375 – Comparative Criminal Justice Systems 3 credit hours

An examination of selected non-American criminal justice systems. Specific areas of comparison will include but not be limited to, the police, judiciary, and criminal corrections, of selected foreign systems.

CJUS 380 – Minorities and Criminal Justice 3 credit hours

This course provides a survey of minority relations and criminal justice adjudication in America (law enforcement, judicial processing and corrections). Particular attention is focused on majority/minority relations and how these sentiments are reflected within the criminal justice process. While many minority groups will be examined, three will be emphasized: (1) racial minorities; (2) female victims and offenders; and (3) unique white ethnic subcultures.

ECON 100 – Contemporary Economic Issues 3 credit hours

This course is designed to help the student acquire an understanding of the U.S. economic system and its influence on current topics important to everyone. The objective of the course is to provide students with a general understanding of economic principles and how they are applied to issues facing the United States. (Not open to students who have previously completed ECON 270, ECON 271, or equivalent.)
Prerequisite: Enrollment not allowed if successfully completed ECON 270 or ECON 271 or equivalent.

ECON 270 – Principles of Economics, Macroeconomics 3 credit hours

A study of the economic system of the U.S. and the underlying principles of production, labor relations, national income, prices, money and banking, and economic policy.

ECON 271 – Principles of Economics, Microeconomics 3 credit hours

This course provides students an introduction to the economic principles and theories which have been developed to explain how firms make decisions on production and input use, how consumers make purchasing decisions, and how firms and consumers interact in the marketplace under differing market conditions. The course prepares students for further study in the field of economics.

FAMS 151 – Human Sexual Behavior 3 credit hours

A course designed to help the individual to understand himself as a whole person so that he relates to others in a healthy, constructive and meaningful manner. Evaluation of one's own values in relation to life-style and the value structure of society.

FAMS 351 – Marriage and Family Relationships 3 credit hours

A course designed to help the individual develop some very personal insight and a sensitive awareness about the feelings and meanings of relationships in love, marriage and family relationships.

GEOG 104 – World Regional Geography 3 credit hours

This course is an introduction to the world's major regions, using a systematic analysis of physical and cultural phenomena. The aim is to explore the globe: its biophysical environments, and more importantly the patterns of cultural organization that give character to place. By the end of the course, students should be able to locate almost any country in the world, and have a basic understanding of its physical and population characteristics, economic development, agriculture, environmental issues, and predominant religious, ethnic, linguistic, and political divisions.

GEOG 106 – Human Geography 3 credit hours

This introductory course examines the interrelationships between humans, their different cultures, and the natural world. The focus of the course will be on the processes, both natural and cultural, that cause the spatial distribution of humans (where they are and are not) as well as their particular activities on the Earth's surface. These processes include, but are not limited to, the geography of culture, population, language, religion, rural and urban change, plus economic, political, and social imprints.

GEOG 206 – Geography of the United States and Canada 3 credit hours

This course focuses on the study of physical, economic, political, historical, and cultural processes within the United States and Canada. Approximately fifteen distinct regions are identified for examination, based on individual natural and social characteristics.

PSCI 110 – Introduction to American Politics 3 credit hours

An introductory study of the constitutional framework of American politics, and how it has evolved. Contemporary institutions and processes of the American federal democratic republic are also examined in considerable detail.

PSCI 140 – Democracies Around the World 3 credit hours

Compares how democracy is practiced in various countries around the world, compares democratic governance to non-democratic, and considers the prospects for democratizing non-democratic countries.

PSCI 168 – Introduction to International Relations 3 credit hours

A study of contemporary international relations, the changing global system, the role of the nation-state and other actors, the means and ends of power, the causes and consequences of war, and the perennial pursuit of peace.

PSCI 280H – Special Topics 3 credit hours

A General Studies course for Honors students. Interdiscplinary course that examines the connections between disciplines.
Total Credits Allowed: 6.00

PSY 203 – General Psychology 3 credit hours

The fundamental concepts of psychology as derived through the scientific investigation of behavior are described.

PSY 230 – Human Development 3 credit hours

Human growth and development is surveyed from the prenatal period through old age and death. Emphasis is placed on physiological, cognitive, and social/personality developments at the various age levels.

SOC 100 – Introduction to Sociology 3 credit hours

The development of social systems, group formations and types of social organizations, and the nature of cultural and subcultural variations.

SOC 250 – Anthropology 3 credit hours

Reviews the physical evolution of humans and the origins of culture. The concepts of culture and cross-cultural comparison are utilized to understand the various ways of life humans have created throughout history.

G. Loper 8: Natural Science

BIOL 103 – General Biology 4 credit hours

From subatomic particles to humans to ecosystems, how do biological systems function? In this course, we will learn about basic biological principles and concepts to understand the organization and function of living systems. The central themes in this course will be 1) integration of individual parts to create a functional whole; 2) evolution as a framework for understanding variation, diversity, and biological phenomena; 3) how scientific concepts originate, are validated, and are refined; and 4) application of scientific principles to issues that arise in modern-day life. A two-hour laboratory is required each week.
Additional Course Fee Required

BIOL 105 – Biology I 4 credit hours

A study of plant and animal groups, their structure, relationships, ecology, classification and evolution. Two hours of laboratory each week. Students should have completed three years of high school science including biology and chemistry or a college science course.
Additional Course Fee Required

BIOL 106 – Biology II 4 credit hours

A study of the organization and function of living systems, including development, metabolism, reproduction, inheritance, and the basics of biotechnology. Two hours of laboratory each week. Students should have completed three years of high school science including biology and chemistry or a college science course.
Additional Course Fee Required

BIOL 215 – Human Physiology 4 credit hours

This course provides an introduction to the systems of the human body and how they function. This is a one-semester human physiology course and is NOT intended to meet the health science program requirements for a two-semester class of Anatomy and Physiology. Course themes include: 1) the basic mechanisms underlying the physiology of the animal cell; 2) the organization and function of the major organ systems (nervous, muscular, endocrine, respiratory, cardiovascular, digestive, urinary, and reproductive) with an emphasis on uncovering structure-function relationships and the inter-relatedness of human body systems; and 3) the link between abnormal physiological processes and the incidence of rare or common human diseases. Students should have completed three years of high school science including biology and chemistry or a college science course.
Additional Course Fee Required

CHEM 101 – Chemistry & Current Events 3 credit hours

This course offers an exploration of chemistry from the non-majors point of view with an emphasis on concepts and critical thinking. This course may not be used toward requirements for a degree in chemistry.

CHEM 145 – Introductory Chemistry 4 credit hours

Introductory course in the fundamental laws and principles of chemistry including a study of the properties of elements and their compounds. Three lectures, one laboratory each week. Credit for this course may be obtained by examination.
Additional Course Fee Required

CHEM 150 – Introduction to Organic and Biochemistry 4 credit hours

An introduction to fundamental concepts of chemistry with special attention to organic and biological chemistry. Applications of chemistry concepts in materials, energy use, nutrition, health, drugs, and toxic substances are emphasized. Not applicable to a major or minor in chemistry. Three lectures, one lab per week.
Additional Course Fee Required

CHEM 160 – General Chemistry 3 credit hours

The first semester of a comprehensive year course in chemistry that includes the principles and theories of modern chemistry. This course is designed for students who need a sound introduction to the discipline of chemistry, and it is the prerequisite for advanced chemistry courses. A student should have high school chemistry and/or two years of high school algebra before enrolling in this course. If this is not the case, take CHEM 145 and MATH 102 to prepare for chemistry at this level. Three lectures each week. Credit for this course may be obtained by examination.
Prerequisite: MATH 102 or MATH 103 or MATH 115 or Math ACT score of 22 or above or permission of instructor.
Corequisite: CHEM 160L.

CHEM 160L – General Chemistry Laboratory 1 credit hour

The first semester of a full year general chemistry lab covering both manual and instrumental techniques, obtaining and analyzing information, measurement of physical and chemical properties, understanding and predicting reactions, quantitative and qualitative measurements, and understanding and drawing diagrams of molecules in two and three dimensions. Take concurrently with CHEM 160.
Corequisite: CHEM 160.
Additional Course Fee Required

CHEM 161 – General Chemistry 3 credit hours

The second semester of a comprehensive year course in chemistry. The course will focus on intermolecular forces and phase behavior, properties of solutions, chemical kinetics and thermodynamics, and equilibrium. The study of equilibria includes acid-base chemistry, ionic solubility and complexation, and electrochemistry. Three lectures each week.
Prerequisite: Grade of C or above in CHEM 160 and CHEM 160L or advanced placement.
Corequisite: CHEM 161L.

CHEM 161L – General Chemistry Laboratory 1 credit hour

The second semester of a full year general chemistry lab covering manual, instrumental, and statistical techniques. Students will conduct experiments and quantitatively analyze the data, which reinforce concepts from the corequisite lecture (CHEM 161) including: Intermolecular forces, solubility, colligative properties, chemical kinetics, equilibrium, and acid-base properties.
Corequisite: CHEM 161.
Additional Course Fee Required

GEOG 101 – Physical Geography I: The Atmosphere 4 credit hours

This course is an introduction to physical geography with an emphasis on the atmosphere and vegetation of the Earth, including solar energy, seasons, the processes of weather and climate,

the hydrologic cycle, regional and global climate change, ecosystem functions, and patterns of plant distribution on the physical landscape. The course also considers human impacts on the atmosphere, the oceans, and the land. Three (3) hours of lecture and two (2) hours of lab each week.

GEOG 102 – Physical Geography II: The Lithosphere 4 credit hours

This course is an introduction to physical geography with an emphasis on the geologic framework of the earth and the various atmospheric/gradational processes which interact to produce the physical landscape. The course also considers weathering, erosional and depositional processes and the landforms produced by running water, glacial ice, wind and waves as well as to the effects of human interaction with these processes. Three (3) hours of lecture and two (2) hours of lab each week.

GEOG 103 – The Dynamic Planet: Hazards in the Environment 3 credit hours

This course investigates natural hazards associated with atmospheric, hydrologic, and geologic processes and their impacts on human society. Topics include periodic natural processes that create hazards to human activity, human perceptions of natural hazards, hazard avoidance, disaster prevention, and social mechanisms for coping with natural disasters.

GEOG 209 – Meteorology 3 credit hours

The course considers the basic principles of weather including a study of the atmosphere's origin, composition, circulation patterns, energy budget and its role in the hydrologic cycle. Topics include: instruments for observation, precipitation process, wave cyclones, jet streams, weather forecasting, weather modification and applications of meteorology to air pollution, agriculture and aviation.
Prerequisite: MATH 102 or permission of instructor Enrollment not allowed in GEOG 209 if PHYS 209 has been completed.

PHYS 100 – Physical Science 3 credit hours

An introduction to the natural laws governing the physical world, with emphasis upon the development of these laws and their effect upon man. The course should instill a basic understanding of physical science; the scientific methods of physics, chemistry, geology, and astronomy. With this understanding, the student should be able to solve simple problems dealing in these areas. The student should realize how these areas are used in modern technology. Finally, the student should be able to make informed choices in their daily lives regarding issues of science and technology.
Prerequisite: ACT Math Score of 17 or above or completion of MATH 101 or above with a grade of C or above.
Corequisite: PHYS 100L.

PHYS 100L – Physical Science Laboratory 1 credit hour

A laboratory experience in physical science (mechanics, thermodynamics, chemistry, electricity, magnetism, optics, and astronomy) to accompany PHYS100
Corequisite: PHYS 100.
Additional Course Fee Required

PHYS 107 – Physical Science for Elementary Teachers 4 credit hours

An introduction to physics and chemistry designed for Elementary Education majors where basic concepts will be emphasized. The laboratory will focus on experiments that can be used to illustrate the essentials of the disciplines. Laboratory safety, scientific methodology, and problem solving will also be emphasized.
Prerequisite: MATH ACT score of 17 or greater or MATH 101 with a grade of C or above.

PHYS 131H – Newton's Universe 4 credit hours

This course is designed to provide students with an understanding and appreciation of science as a human activity, its historical role in shaping our self and world views, its impact on the human condition, and its philosophical implications for their ultimate destiny. An associated laboratory, using inquiry-oriented activities, allows students to experience the process of science.

PHYS 155 – Science of Sound and Music 3 credit hours

This course will address the how and why aspects of sound and music. It is intended to be a journey from the starting point where a sound is produced in an instrument, to the overtones produced by the instrument, and ultimately through its reception and enjoyment in the mind. We will discuss the mathematical and physical basis for common musical scales and how musical instruments are designed to produce musical notes for these scales. This course is designed for students majoring in Music, Speech and Hearing, Audio Technology, and Telecommunications, as well as other students having a general interest in the physics of sound and music
Prerequisite: MATH 102 or higher.
Corequisite: PHYS 155L.

PHYS 155L – Science of Sound and Music Laboratory 1 credit hour

A laboratory experience into the physical science of sound and music to accompany PHYS155.
Corequisite: PHYS 155.

PHYS 201 – Earth Science 4 credit hours

Inquiry activities are used to teach basic concepts of meteorology, geology, and astronomy. Emphasis is placed on process and critical thinking skills as well as on environmental issues. Additional Course Fee Required

PHYS 203 – General Physics for Allied Health 4 credit hours

A one semester survey of general physics for students in the allied health program. Students will study Newton's laws, torque, energy, and momentum, electrostatics and magnetism, mechanical and electromagnetic waves, nuclear reactions, and some of the physics of medical devices. We will develop the concepts and formalism in these areas so that students will be able to solve simple problems. Also, students should realize how these topics are used in modern technology and connected to their discipline. Students who have not completed MATH 102 are strongly encouraged to take PHYS 203 and MATH 102 in the same semester. Please see the Physics department for further information.
Prerequisite: MATH 102

PHYS 205 – General Physics I 4 credit hours

Students will study the fundamental laws of mechanics, thermodynamics, and waves at a level suitable for those with knowledge of algebra. We will develop concepts and formalism in these

areas. With this understanding, the student will be able to solve simple problems. Also, the student should realize how these areas are used in modern technology and connected to other disciplines. The primary audience for this class are those not specifically interested in advanced work in physics or chemistry.
Prerequisite: MATH 102 with a grade of B+ or above or MATH 103 with a grade of B+ or above or MATH 115 or Math ACT score of 20 or above.
Corequisite: PHYS 205L.

PHYS 205L – Physics I Laboratory 1 credit hour

A laboratory experience in mechanics, thermodynamics, and waves to accompany PHYS 205
Corequisite: PHYS 205.
Additional Course Fee Required

PHYS 209 – Meteorology 3 credit hours

Basic principles of the science associated with the atmosphere including atmospheric structure, dynamics, and processes. Topics include atmospheric energy balance, cloud and precipitation process, dynamical stability, local and global wind dynamics, weather forecasting, meteorological instruments, storm development, climate change, and applications of meteorology to agriculture, aviation, and environmental issues.
Prerequisite: Math 102 or permission of instructor Enrollment not allowed in PHYS 209 if GEOG 209 has been completed

PHYS 210 – Astronomy 3 credit hours

The goal of this course is to introduce students to the growth of knowledge about our universe. Topics include: the Earth, Moon, planets, Sun, stars, galaxies and cosmology. The course uses the resources of the UNK planetarium and observatory.
Prerequisite: MATH 102

PHYS 275 – General Physics I (Calculus) 4 credit hours

Students will study the fundamental laws of mechanics, thermodynamics, and waves at a level suitable for those with knowledge of calculus, and prepares the student for advanced courses in physics. The primary audience for this class consists of those planning advanced work in physics, engineering, or a related area. Lecture 4 hours.
Prerequisite: Concurrent enrollment or completion of MATH 115.
Corequisite: PHYS 275L.

PHYS 275L – General Physics I (Calculus) Laboratory 1 credit hour

A laboratory experience in mechanics, thermodynamics, and waves to accompany PHYS275.
Corequisite: PHYS 275.
Additional Course Fee Required

PHYS 276 – General Physics II (Calculus) 4 credit hours

Students will study the fundamental laws of electrostatics, magnetism, optics, and relativity at a level suitable for those with knowledge of calculus, and prepares the student for advanced courses in physics. The primary audience for this class consists of those planning advanced work in physics, engineering, or a related area. Lecture 4 hours.

Prerequisite: Grade of C or above in both PHYS 275 and PHYS 275L.
Corequisite: PHYS 276L.

PHYS 276L – General Physics II (Calculus) Laboratory 1 credit hour

A laboratory experience in electricity, magnetism, and optics to accompany PHYS 276.
Corequisite: PHYS 276.
Additional Course Fee Required

H. Loper 9: Civic Competency and Engagement

CJUS 102 – Crime, Democracy and Justice 3 credit hours

This course is intended to provide a broad understanding of the American criminal justice system. This course will evaluate the evolution of criminal justice in the United States, with particular attention paid to the role that individual rights play in democracy and justice.

CSP 150 – Chancellor's Leadership Class 3 credit hours

The Chancellor's Leadership Class (CLC) is a specialized leadership experience. This course is for individuals who have a desire to further their leadership development throughout their UNK career. The CLC will provide students with opportunities to develop and practice the skills, values, and knowledge of effective leadership. This course addresses trends, issues, theories, concepts and professional practice in leadership development in undergraduate students.

ENG 153 – Democratic Vistas 3 credit hours

This course focuses on two questions: WHAT IS AN AMERICAN? WHAT DOES IT MEAN TO BE AN AMERICAN? Students will read selected writings of major American cultural figures who have investigated and questioned American identities.

ENG 252 – Introduction to Literature: Western Civilization 3 credit hours

Examines representative literary works from the ancient to the modern world.
Prerequisite: ENG 102

GEOG 323 – Political Geography 3 credit hours

Political geography looks at the spatial implications of the political process and the impact these policies and processes have on a local, regional, national, or international scale. The rights of individuals form the building blocks of a democratic society. These rights are manifested across space as decisions are made by governments at all levels on behalf of those individuals. This course examines how these decisions are played on a geographical stage through the exploration of topics such as: territoriality, voting and representation, geopolitics, international relations, and the geography of governmental systems.

HIST 176 – Democratic Debates 3 credit hours

A reading and discussion oriented class focusing on democratic development and practice from ancient origins to the modern period. Special attention will be devoted to the formulation of democratic principles and to the procedures and results of the democratic process. Efforts to reform and to expand democracy over time and place will also be highlighted.

JMC 100 – Global Media Literacy 3 credit hours

This course provides a comprehensive understanding of the role of global media as they interact with the world's social, cultural, political, technological and economic forces. Historical dimensions also are examined. Using major mass communication theoretical concepts as a basis, the effects of mass media on individuals and society are explored.

PE 202 – Foundations of Advocacy and Leadership in Education 3 credit hours

This course will focus on the examination of leadership and advocacy issues in the education field. Students will learn how to advocate for themselves, their students, and their profession. Specifically, students will analyze educational concerns; identify the key stakeholders/decision-makers in school districts, the state of Nebraska, and US legislative processes; and participate in civic engagement of those key stakeholders through preparatory advocacy activities (e.g. letter to a legislator, school board presentation, etc.).

PHIL 105 – Philosophical Roots of American Democracy 3 credit hours

This course is designed to emphasize the philosophical roots of Democracy by reading primary works from Greek philosophy, literature, the Declaration of Independence and the U.S. Constitution. The students will analyze the ideals of justice, citizenship, virtue, rights, liberty, and the constitution of government and develop an understanding of what are the duties and responsibilities of informed citizens.

PSCI 110 – Introduction to American Politics 3 credit hours

An introductory study of the constitutional framework of American politics, and how it has evolved. Contemporary institutions and processes of the American federal democratic republic are also examined in considerable detail.

PSCI 140 – Democracies Around the World 3 credit hours

Compares how democracy is practiced in various countries around the world, compares democratic governance to non-democratic, and considers the prospects for democratizing non-democratic countries.

PSCI 280H – Special Topics 3 credit hours

A General Studies course for Honors students. Interdiscplinary course that examines the connections between disciplines.
Total Credits Allowed: 6.00

SOWK 170 – Introduction to Social Welfare 3 credit hours

The course explores the foundation and principles of social welfare in American society. The spectrum of social welfare programs and issues are examined with emphasis on the contexts that shape them and the impact they have on vulnerable and underrepresented groups.

I. Loper 10: Respect for Human Diversity

ART 375 – Art, Activism, & Social Movements 3 credit hours

This course will explore art as a form of political activism-the dynamic practice of combining the creative power of the arts with the strategic planning of social and/or cultural engagement. As a class, we will consider different aesthetic strategies that artists have used to address the politically urgent questions of their place and time. Students will seek answers to the questions of How is activism made visible? and How has visual culture played a role within the social

movements of the last several decades? Some of the ideological intersections between art and politics that will be examined include: visual responses to structural racisms, global climate change, feminism, state violence, and queer/trans equality issues.

CJUS 375 – Comparative Criminal Justice Systems 3 credit hours

An examination of selected non-American criminal justice systems. Specific areas of comparison will include but not be limited to, the police, judiciary, and criminal corrections, of selected foreign systems.

CJUS 370 – Women and Crime 3 credit hours

The study of gender criminology, female offenders, and the incarceration and treatment of offending women; an examination of female victims of male violence including battering, stalking, and sexual victimization; an evaluation of women working in the criminal justice field, their employment and promotion rates, gender discrimination, and safety on the job.

CJUS 380 – Minorities and Criminal Justice 3 credit hours

This course provides a survey of minority relations and criminal justice adjudication in America (law enforcement, judicial processing and corrections). Particular attention is focused on majority/minority relations and how these sentiments are reflected within the criminal justice process. While many minority groups will be examined, three will be emphasized: (1) racial minorities; (2) female victims and offenders; and (3) unique white ethnic subcultures.

CSP 185 – Culture and Ethnic Identity 3 credit hours

This course addresses the impact of culture on the development of personal identity and cross-cultural interactions. Topics addressed include becoming aware of ones own assumptions, worldview values, and biases; understanding types of racism and their relationship to identity development; understanding the impact of majority or minority status on identity development and cross-cultural interactions; and promoting understanding among culturally diverse groups.

DANC 122 – Dance Appreciation 3 credit hours

Nonperformance course. Survey of dance as an art form from primitive dance through the ages of ballet, modern dance, and jazz; the media; methods of recording dance; hazards of the profession; problems of dance today. Lectures and discussions on anatomy, body alignment, and dance as art for the lay dance community.
Additional Course Fee Required

ENG 235H – American Studies 3 credit hours

General Studies course for Honors students. Students will employ the techniques of interdisciplinary studies to arrive at an understanding of American culture. They will focus on problem(s) in American life which may range from local to international and may deal with any or all time periods. Subject matter from a variety of disciplines will help illuminate the problem being studied.
Prerequisite: ENG 101 or ENG 102

ENG 253 – Intro to Literature: Non-Western Civilization 3 credit hours

Examines representative literary works from the ancient to the modern world which have either shaped or reflected contemporary thought and are thus important to what are generally identified

as non-western cultures.
Prerequisite: ENG 101 or ENG 102

ENG 255 – Introduction to Children's Literature 3 credit hours

A study of culturally diverse texts from varied historical contexts that have been recommended to and/or popular among children, informed by readings of literary criticism and historical discourses on childhood.
Prerequisite: ENG 101

ENG 260 – Images of Women in Literature 3 credit hours

An introduction to the study of images of women in various genres of literature. Works of fiction, poetry, and drama written by women will be studied and discussed.
Prerequisite: ENG 101 or ENG 102

ETHS 101 – Introduction to Ethnic Studies 3 credit hours

This course focuses on the historical development, perspectives, and cultural expressions of U.S. minority groups. Consideration will be given to key concepts including race, ethnicity, nationality, class and power, and the interactions among them.

FAMS 151 – Human Sexual Behavior 3 credit hours

A course designed to help the individual to understand himself as a whole person so that he relates to others in a healthy, constructive and meaningful manner. Evaluation of one's own values in relation to life-style and the value structure of society.

FREN 200 – Intermediate French I 3 credit hours

Review of grammar combined with conversation and short readings on cultural and literary topics of the French and Francophone world.
Prerequisite: FREN 101 or equivalent

FREN 201 – Intermediate French II 3 credit hours

Review of grammar combined with conversation and short readings on cultural and literary topics of the French and Francophone world.
Prerequisite: FREN 101 or equivalent

FREN 205 – Culture, Conversation, and Composition 3 credit hours

Conversation based on cultural and literary texts, with simple composition.
Prerequisite: FREN 200 and FREN 201 or equivalent

GEOG 104 – World Regional Geography 3 credit hours

This course is an introduction to the world's major regions, using a systematic analysis of physical and cultural phenomena. The aim is to explore the globe: its biophysical environments, and more importantly the patterns of cultural organization that give character to place. By the end of the course, students should be able to locate almost any country in the world, and have a basic understanding of its physical and population characteristics, economic development, agriculture, environmental issues, and predominant religious, ethnic, linguistic, and political divisions.

GEOG 106 – Human Geography 3 credit hours

This introductory course examines the interrelationships between humans, their different cultures, and the natural world. The focus of the course will be on the processes, both natural and cultural, that cause the spatial distribution of humans (where they are and are not) as well as their particular activities on the Earth's surface. These processes include, but are not limited to, the geography of culture, population, language, religion, rural and urban change, plus economic, political, and social imprints.

GEOG 206 – Geography of the United States and Canada 3 credit hours

This course focuses on the study of physical, economic, political, historical, and cultural processes within the United States and Canada. Approximately fifteen distinct regions are identified for examination, based on individual natural and social characteristics.

GERM 200 – Intermediate German I 3 credit hours

Grammar review, reading for understanding, conversation and composition practice.
Prerequisite: GERM 101 or equivalent

GERM 201 – Intermediate German II 3 credit hours

Grammar review, reading for understanding, conversation and composition practice.
Prerequisite: GERM 101 or equivalent

GERM 205 – Culture, Conversation and Composition 3 credit hours

Conversation based on cultural and literary texts, with simple composition.
Prerequisite: GERM 200 or equivalent

HIST 111 – Nebraska in the World 3 credit hours

This course surveys the history of Nebraska from pre-contact to the present day from transnational and global perspectives. Nebraska in the World will explore readings and topics that situate the state, its people, politics, culture, economy, and environment within larger international and transnational contexts. By examining the contexts, connections, and circulations of peoples, ideas, and capital between Nebraska and the globe, this class will provide students with a deeper understanding of how Nebraska's history intersects with sub-fields like immigration, political, and environmental histories as well as the history of American empire and foreign relations. Nebraska in the World will also introduce students to the most influential monographs and scholars of transnational history and Nebraska history as well as new developments in the field.

HIST 112 – History of Religions in the World 3 credit hours

This course introduces students to the history of the world's religions. It surveys the origins and historical impact of several of the major religious traditions of the world and examines their core beliefs and rituals in comparative perspective. Topics include the nature of religion and varying approaches to the scholarly study of religion; the emergence of new religions; and overviews of the following religious traditions: African and Native American indigenous traditions; Hinduism; Jainism; Buddhism; Chinese Religions; Shinto; Judaism; Christianity; Islam; and Sikhism.

HIST 212 – Non-Western World History 3 credit hours

A survey of the historical interaction of the specific civilizations which together comprise non-Western world civilization in their intellectual, political, economic, and religious aspects.

HIST 215 – Introduction to Latin America 3 credit hours

A general introduction to the history of Latin America from the Amerindian past to the present. The approach is both chronological and thematic and designed to introduce the student to the fundamental political, social, economic, and cultural elements that have coalesced to distinguish these societies in this important part of the world.

HIST 230 – World History to 1600 3 credit hours

A survey of the historical interaction of the pre-modern world's civilizations in their intellectual, political, economic, and religious aspects.

HIST 231 – World History since 1600 3 credit hours

A survey of the historical interaction of the modern world's civilizations in their intellectual, political, economic, and religious aspects.

INTS 200 – Introduction to International Studies 3 credit hours

Introduction to International Studies is an interdisciplinary course required of all international studies majors or as an elective for students who wish to deepen their understanding of an increasingly interdependent world and broaden their perspective on a variety of international topics. These include such topics as international politics and history, global environmental issues, international business and economics, comparative cultural studies and world literature.

MGT 230 – Managing Diversity in Organizations 3 credit hours

This course covers the personal and managerial implications of cultural diversity within work groups. Underlying this course is the philosophy that the ability to work and manage effectively in a diverse workplace begins with developing a deeper understanding of other cultures.

MUS 101 – American Musical Theatre 3 credit hours

This course explores the history and development of musical theatre in America from the 19th century to the present. Examination of significant movements and works, composers and lyricists, from stage and movie musicals will be conducted through socio-political, historical, and cultural contexts, and IDEA (Inclusion, Diversity, Equity, and Access) in the musical theatre canon. Pivotal to this course will be musicals that depict the African American experience, queer/trans issues, racial, ethnic, and cultural diversity, protest, as well as issues of ecology, feminism, war, and peace.

MUS 107 – Introduction to Rock and Blues 3 credit hours

A survey of the musical styles of rock and blues from the 1800s to the 1990s through lecture, readings, recordings, concerts, and audiovisual presentations. These indigenous American musical forms are examined from both a musical and cultural vantage point.

PSCI 168 – Introduction to International Relations 3 credit hours

A study of contemporary international relations, the changing global system, the role of the nation-state and other actors, the means and ends of power, the causes and consequences of war, and the perennial pursuit of peace.

SOC 369 – Sociology of Gender 3 credit hours

A course designed to increase knowledge regarding the initial development of sex-roles, socialization for behavior that is appropriate to gender, and the satisfaction of personal needs through interaction with societal groups. The intention is to raise student consciousness of expanding options for future family life, occupational choices and social relationships. Prerequisite: SOC 100 or SOC 250 or permission

SOWK 420 – Diversity and Social Justice 3 credit hours

The course examines cultural, social, and economic diversity; the role of social institutions and social, political, and cultural processes as they relate to discrimination and oppression based on race, ethnicity, gender, sexual orientation, social class and disability status.

SPAN 200 – Intermediate Spanish I 3 credit hours

Grammar review, reading for understanding, conversation practice, and composition practice. Prerequisite: SPAN 101 or equivalent

SPAN 201 – Intermediate Spanish II 3 credit hours

A continuation of SPAN 200, with an emphasis on reading and conversation. Prerequisite: SPAN 200 or equivalent

SPAN 205 – Culture, Conversation and Composition 3 credit hours

Conversation on cultural and literary topics on the intermediate level and simple composition. Prerequisite: SPAN 201 or equivalent

SPCH 154 – Cross-Cultural Communication 3 credit hours

This course is designed to provide students with effective cross-cultural communication skills.

TE 100 – Teaching in a Democratic Society 3 credit hours

This course investigates the intersectionality of education, diversity, and democracy. This course is designed to increase awareness and appreciation of how schools and communities work to sustain democracy in a diverse society. Students will explore several aspects of human diversity and democratic issues experienced in schools and society. TE 100 seeks to increase students' awareness of personal, educational, and societal inequalities, and the actions leading to a more equitable and inclusive classroom and community. This course includes a field experience component in PK-12 school sites where students will make observations to evaluate best practices for diversity to become more culturally and democratically engaged as future professionals and possible educators.

WSTD 220 – Women's & Gender Studies 3 credit hours

This course explores the interdisciplinary subject of Women's and Gender Studies where woman is understood as a category of analysis and gender is studied as a system of relations and power. Society's role in constructing gender, sexuality and race will also be explored, as will the idea that feminism is a historical process.

J. Loper 11: Wellness

FIN 160 – Personal Money Management 3 credit hours

Fundamentals of personal finance: budgeting, banking, life insurance, accident, health, and casualty insurance, investments, taxes, and social security.

PE 108 – Introduction to Nutrition 3 credit hours

Scientific basis of nutrition, nutrients and their functions, sources of deficiency diseases requirements and basic interrelationships of nutrients. Nutrition throughout the life cycle.

PE 150 – Healthy Wealthy and Wise 3 credit hours

This course focuses on increasing student's understanding of the relevance of the social, economic, and environmental conditions that affect their decisions to take personal responsibility for their health. Throughout this course, students will be asked to reflect on their own health behavior, the factors that influence their behavior and development of strategies to articulate and modify behavior and improve their overall health and well-being.

PSY 231 – Abnormal Behavior and Society 3 credit hours

An introduction to the various models for understanding abnormal behavior, e.g., genetic and developmental models; the descriptions of predominant mental disorders, and major modern treatment interventions. The course is recommended for those majoring in fields other than psychology.

Appendix P: Results of Ratification Vote for LOPERs GS Program

General Studies Council

Faculty Vote on Revised Program Proposal: Summary

April 10, 2020

At the April 2, 2020 GSC meeting, the Council voted to send the revised GS program proposal (see Appendix A) to campus for a vote. Per the Council's decision, the Qualtrics ballot was distributed to faculty via email (see Appendix B for language of message) with the voting period from 8 a.m. Tuesday (April 7) through 5 p.m. Thursday (April 9). Voting eligibility was determined using the criteria outlined in each College's Constitution.

The voting period has closed and the tabulated results are summarized in the table below:

				Votes Received:		Percent of Responses:	
College / Division	Eligible Faculty (N)	Ballots Received (N)	Percent of Eligible Faculty Responded	Yes (N)	No (N)	Yes (%)	No (%)
CAS							
Communication / Fine Arts	50	21	42.0	15	6	71.4	28.6
Humanities	42	24	57.1	15	9	62.5	37.5
Natural Sciences	56	32	57.1	7	25	21.9	78.1
Social Sciences	38	16	42.1	15	1	93.8	6.3
CBT	59	22	37.3	18	4	81.8	18.2
COE	73	39	53.4	19	20	48.7	51.3
LIBR	7	3	42.9	3	0	100.0	0.0
Total:	325	157	48.3	92	65	58.6	41.4

Report of the Academic Program Review Team for General Studies at The University of Nebraska at Kearney

Committee Members

David Payne, Chair	Provost Emeritus, Sam Houston State University
Deborah Bridges	Professor of Economics, College of Business and Technology
Sri Seshadri	Professor of Marketing and MIS, College of Business and Technology
Todd Bartee	Professor of HPERLS, College of Education
Tommy Hansen	Associate Professor of Teacher Education, College of Education
Janice Fronczak	Associate Professor of Theater, College of Fine Arts & Humanities
Keith Terry	Professor of Communication, College of Fine Arts & Humanities
Scott Darveau	Professor of Chemistry, College of Natural and Social Sciences
Suzanne Maughan	Associate Professor of Sociology, College of Natural & Social Sciences
Jon Ritterbush	Associate Professor, Library

Submitted April 15, 2012

Report of the APR Committee for General Studies at The University of Nebraska at Kearney

Abstract

The materials reviewed in the self- study and the information obtained in the site visit both indicate a quality, coherent program which has been carefully thought out, developed, and implemented over a period of years with thorough attention to substance and process. The program has been developed with extensive and diverse faculty involvement. It has many strengths in design, implementation and assessment which evidence strong leadership. In this section, we will summarize the strengths of the program. Some of the strengths will also be mentioned in the context where they are appropriate in the other sections of the report. In those sections, recommendations and suggestions for change will also be made when appropriate. Then they will be repeated as a group in the recommendations section of this report.

Among the most obvious **design** strengths are:

- The program is based on and is consistent with the institutional mission.
- The program is unified and common to all undergraduates beginning at The University of Nebraska at Kearney.
- The program was developed using a process of roundtable discussions involving extensive faculty input.
- The program has elements of sequence which have logical coherence beginning with portal and foundation courses and ending with a capstone course.
- The portal course focuses on basic critical thinking.
- The capstone course focuses on integrative thinking.
- Objectives for each element of the curriculum have been carefully thought through and explicitly specified.
- The design takes into consideration the recommendations of the previous reviews and largely implements them, or indicates why they have not been accepted.
- The learning experience of students has been given the top priority in program design.
- Assessment was built into the basic program design.
- A method for making a full range of changes was built into the program design.
- An appropriate appeals procedure for students is included in the program design.
- Some flexibility for transfer students is built into the program design.
- The program has clear and generally appropriate outcome objectives.
- The program self-study proposes some directions for future development.
- The program includes a mechanism for community college articulation.

Among the most obvious strengths in **implementation** are:

- The program has a governance structure involving a council with extensive faculty input.
- The program has regularly scheduled meetings for the governance council.
- There is a clearly specified process for implementing substantial and routine changes in the program.

- A gradual rolling implementation schedule in course assessment was integrated into the program design.
- A training program for faculty involved in the general studies program has been initiated.

Among the most obvious strengths in the general studies **assessment processes** are:

- The program incorporates several of The Association of American Colleges and Universities (AAC&U) best practice policies.
- The program builds on the experience of comparison schools.
- Assessment of the portal course is already leading to change in that course indicating an operating feedback loop.
- The use of a nationally standardized rubric as a guide for assessment of the courses was adopted.
- The council initiated an early step toward creating an Inter-coder reliability process.
- There are common assessment procedures across the whole program.
- Student input informed the assessment process (2011 student survey).

All of these strengths indicate strong leadership by the director of the General Studies Program and committed support by the General Studies Council. This is a critical strength.

These strengths indicate a maturely conceived program which is in the orderly process of full implementation and evaluation.

Broad directions for the future are discussed in detail in the following sections of the report. Because the program is new and still not yet fully implemented, and because The University of Nebraska at Kearney has a rapidly approaching North Central Association visit, the implementation of many of these suggested changes should be delayed until after that visit.

Review team proposals for consideration are of two types: adjusting the program, and broadening the vision. There are a number of "adjusting the program" recommendations and suggestions relating to the assessment program, the policy document and organization of general studies, funding of TaskStream and other parts of the program and details of the curriculum. A few paragraphs are added by way of introducing a broader vision of general education, some of which might be considered by the institution as general studies continues to evolve over the next few years.

Evaluation of the Self-Study Document

The Self-Study was prepared according to the APR Guidelines. The Self-Study included all appropriate components for a General Studies Program review. Parts of sections four, five, and six in the APR Guidelines are unnecessary for a General Studies Program review and were appropriately excluded.

The Self-Study was very detailed, extremely thorough, and easy to follow. The document provided evidence that the program is based on, and is consistent with the mission.

An accurate portrayal of the process used in developing, launching, and assessing the new General Studies Program was described. The document was historically accurate in that it

included sections titled “Considerations for program renewal from the 2007 program review” (Academic Program Review pp. 109-124), and “Academic Program Review, 2001” (Academic Program Review pp. 13-16). The information provided in these sections was very helpful. For example, proposition #3 of the 2007 review stated the following, “a reformed curriculum should offer coherence, from freshman ‘portal’ courses through discipline-oriented core courses to a disciplinary ‘capstone’ course.” (Academic Program Review p.14) The Self-Study includes and responds to the recommendations from these previous reviews, such as this one, and reports on their implementation where appropriate. In addition, recommendations for future directions were proposed.

A balanced presentation of campus views of the historic strengths and weaknesses of the General Studies Program was provided. For example, actual survey results, from student and faculty surveys in 2005 and 2011 were reported. Over half of the faculty responded to the survey reported on pages 129-136 of the Self-Study. Only a small majority of these were positive about the development process and substance of the new program. Universities foster and encourage diversity of opinion among professionals, so such diversity of response is not surprising. The development of the program was under time constraints from the regional accrediting agency. Given this time constraint, the process was very collegial and open. Only about 10% of the faculty felt negatively enough to write critical comments.

Faculty expressed three concerns in the 2011 survey which were not clearly described in the Self-Study, but were clarified during the team visit. These were, the degree to which academic advising is integrated into the program, the fit of foreign language into the program requirements, and the degree to which credits taken by transfer students apply to the completion of their general studies.

The surveys conducted in 2005 and 2011 provided a great deal of useful data which can be used as a baseline for further research. Follow-up surveys would assist program leadership in more objectively determining any change in perceptions of the General Studies Program which have taken place.

Recommendation 1: The General Studies Council should conduct a follow up survey of student and faculty perceptions of the General Studies Program.

Evaluation of the Mission of the Department / Program

Mission and Goals

The mission of the General Studies Program at The University of Nebraska at Kearney (UNK) aligns itself with the mission of the university in a significant way. The program is designed to help “students acquire knowledge and abilities to: understand the world, make connections across disciplines, and contribute to the solution of contemporary problems” which is in harmony with the university’s mission (www.unk.edu/uploadedFiles/about/strategicplan/SPC Phase 1.pdf (Page 1)), and its stated commitments to:

- “A holistic concept of student development…
- Student learning…
- 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…
- Processes to assess student learning and to adjust plans, programs, and budgets in light of that appraisal.”

(www.unk.edu/uploaded Files/about/strategicplan/SPC Phase 1.pdf (Page 2)).

The structure of the General Studies Program itself exhibits this alignment with the mission of the university. The program is unified and common to all matriculating undergraduates and developed to be a sequential educational experience beginning with portal and foundation courses and ending with the capstone course. Within the program, Foundational Core courses provide students with the basic skill set in oral and written communication, math, and understanding of democracy. The solid grounding in liberal arts and sciences and preparation for career development is provided through the Distribution courses which include courses from all four undergraduate colleges. The portal courses, which focus on the development of critical thinking skills, and capstone courses, which focus on integrative thinking, foster the development of student's ability to become life-long learners.

In keeping with the spirit of the university's mission, the program also envisions incorporating "the values and objectives of academic disciplines, and prepare[ing] students for life in global society." (UNK Strategic Plan). This commitment is reflected in the program's stated objectives used in the assessment process of the overall program and the individual categories within each area of the program (e.g., Foundational Core, Portal, Distribution Courses, and Capstone).

The General Studies Program mission statement, which informed the development of the new program, implemented in fall 2010, was written as the result of Phase I Roundtables in 2005-2006. Mission statements should be reviewed on a regular basis to ensure currency and consistency with current practices. In addition, since that time the role of online education has become increasingly prominent. Since it has been several years since the adoption of the current mission statement, and the growth of the market for online education, the Review Team recommends the following:

Recommendation 2: The General Studies Council should revisit the mission statement of General Studies for currency including the examination of the role of online education.

Trends

The focus on revitalizing general education programs to incorporate the skills which enable college graduates to be "engaged citizens" has been an important topic in higher education for some time. This discussion has resulted in numerous campuses changing general education programs from a "cafeteria style" program to a more cohesive program that has distinct and assessable learning outcomes. The renewal of UNK's General Studies program has followed this trend and the new program reflects a more cohesive program that is mission driven and assessable.

The new General Studies Program (implemented in Fall 2010) was guided by Greater Expectations: A New Vision for Learning as a Nation Goes to College (National Panel Report AAC&U) and the best practices in liberal education of fifty-some colleges and universities; leading to a more cohesive General Studies Program for UNK. The learning goals developed were in line with much of the latest thinking on effective liberal education. These include:

Inquiry and analysis

- Critical and creative thinking
- Written and oral communication
- Quantitative literacy

- Teamwork and problem solving

Moving forward, UNK's strategic plan obliges all programs to "…encompass regional, national and world environments," to provide "…opportunities to develop and to learn through leadership and service," and to "…enable students to pursue special interests, to develop a sense of responsibility to lead and to serve, and to acquire skills enhancing interpersonal effectiveness." Combining this with how AAC&U sees liberal education as a philosophy of education that empowers individuals with broad knowledge and transferable skills, and a strong sense of value, ethics, and civic engagement and as an "education (that) helps students develop a sense of social responsibility…" (www.aacu.org/resources/liberaleducation/index.cfm) The Review Team suggests the following:

Suggestion 1: The University should consider broadening the vision of General Studies Program to better match the institutional mission by including a greater focus on, and assessment of ethics, personal values, social responsibility, information literacy, technology literacy, and making value judgments.

The University of Nebraska at Kearney is structured with a Senior Vice Chancellor who has responsibility for both Academic Affairs and Student Affairs. This provides an ideal structural arrangement for aligning some of the activities of Student Affairs with General Studies Program goals. Student Affairs staff with whom the team visited said that they were already moving to align their assessment outcomes with those of the General Studies Program goals. This is a positive first step.

Suggestion 2: The General Studies Council and the Director of General Studies should broaden the program by integrating campus and community activities in collaboration with the Division of Student Affairs.

Evaluation of Program Resources

The General Studies Program has made efficient and effective use of its limited operating budget in order to meet the requirements of the University for maintaining and enacting the new General Studies Program. The program should be especially commended for the work of its Director and the General Studies Council who have truly gone beyond the call of duty in establishing the new program and creating the assessments needed to measure the learning outcomes of the curriculum. The governance document and overall structure have served well to guide the process in the creation of new courses, changes in courses and changes in the program itself. In studying the Self-Study document and from hearing testimony from faculty members, chairs, the Director of General Studies, and the General Studies Council, several areas came to light in which changes could lead to more efficient functioning of the programs and set the stage for continuous improvement of the program and the courses within.

TaskStream Costs

TaskStream has recently been adopted campus-wide in conjunction with the General Studies Program as a tool to facilitate assessment across a large number of classes and students. Although not all classes have been assessed at this point, due to the plan to gradually roll out assessment in a methodical manner; all General Studies Program classes will be assessed within the next year or two using TaskStream as the primary interface for students, faculty and assessors. However, considerable concern has been raised by both students and faculty members regarding the cost of TaskStream. Currently, students are asked to purchase TaskStream at the

cost of approximately $42 per student per year. However, if the university purchased TaskStream as a site-license the cost to students would be only $24 per student per year. Students and many faculty members feel that assessing this fee in the current manner is unsatisfactory and needlessly expensive for the students.

Recommendation 3: The General Studies Council should recommend that the university purchase a site license for TaskStream and assess a campus wide student fee to cover the cost.

Resources for Faculty Training

Effective teachers are essential for a successful General Studies Program, particularly given that the General Studies Program is the largest program on campus and constitutes more than 37% of the required hours for an undergraduate degree. While some resources are available to faculty to build their general teaching skills, e.g. Center for Teaching Excellence workshops; additional resources focused on developing teaching skills specifically for the General Studies Program are needed to maintain a high-quality program.

Recommendation 4: Additional funding should be allocated to the General Studies Program to promote teacher development, to aid course development, and to provide professional support across campus for all faculty members who seek to improve their teaching within the General Studies Program. Additional resources should also be available for the Director and selected faculty to travel to conferences and workshops to stay abreast of current teaching developments and assessment practices in general studies.

General Studies Reporting Structure

Clear and direct reporting lines are crucial for effective communication. The current reporting structure is circuitous and potentially complicated; which may not only lead to miscommunication between parties, but may also result in duplication of workload and slowing down of process. At the present time, the General Studies Director reports to the Associate Senior Vice Chancellor; however, the General Studies Council reports to the Senior Vice Chancellor or through the General Studies Director to the Associate Senior Vice Chancellor. This is cumbersome and limits the ability of the program director to lead effectively. Further, the program director has no control over the number and variety of portal and capstone courses. This creates a serious limitation in the director's ability to lead, plan, and provide efficient use of resources in meeting the needs of the students.

Recommendation 5: The University should clarify and simplify the reporting lines for the General Studies Director and the General Studies Council by having the General Studies Council report to the General Studies Director who would then report to a single administrator.

Recommendation 6: The University should grant to the General Studies Program Director authority to manage the number and variety of portal and capstone courses offered in any given semester.

Assessment

The dedication of the current General Studies Director is commendable, and beyond that for which he is compensated. Furthermore, he has shown excellent use of the allocated budget and ability to stretch the budget even further than expected. While these are admirable efforts, they

have their limits. When the burden of assessment is added to the Director's responsibilities it restricts the Director's abilities to perform these other tasks as well as limiting his ability to perform the leadership tasks of visioning for change and improvement. It increases the time he must spend on his duties as a manager and reduces the time he has to be a creative leader.

The UNK Assessment Director is a valuable resource to the functioning of the General Studies Program and remarkable achievements have been made to this point. As the new General Studies Program unfolds, appropriate assessment of each course and closing the feedback loops by making appropriate change is critical to the continuing evolution and improvement of the program. In the past, the General Studies Director, in collaboration with the General Studies Council, has been primarily responsible for not only implementing assessment, but also for analyzing data. Such a task should be beyond the scope of the Director's responsibility, especially given the magnitude of other tasks with which the Director is charged.

Recommendation 7: The University should expand the Director of Assessment position to a full time appointment and transfer the assessment of the General Studies Program to that office.

Suggestion 3: Additional release time support for faculty may be needed to assist in analyzing assessment data.

Recommendation 8: The University should relieve the General Studies Director of routine tasks in coordinating the program and its assessment by increasing General Studies Program support staff. This shift of routine responsibilities will enable the General Studies Director to have more time and energy to develop and support the General Studies Program vision, to negotiate for classes, and to apply creative concepts to a developing program.

Evaluation of Department/Program Effectiveness

The program is well designed with extensive input from both within the university and through the use of comparison groups. It provides broad coverage of the full range of areas generally considered to constitute general education or general studies. There is general agreement among the faculty and on the General Studies Council that it is more coherent and well-conceived than the previous program. It provides a rich selection of options within these areas. The design employing a portal course and a capstone course constitutes best practice in this respect.

The recent reduction in overall hours by The University of Nebraska Board of Regents from 125 to 120 hours for a baccalaureate degree resulted in cuts to academic majors. Some feel that a proportional cut should have been made in the general studies requirements reducing the effect on the academic majors. There is a real concern that the high ACT requirement for entry into English 102 makes English 101 a hidden prerequisite and in actuality expands the general studies curriculum to 48 hours, which is on the very high side for a state institution.

Recommendation 9: The requirements for the size of the General Studies Program should be carefully considered and should be transparent to the students with no unclear or hidden prerequisites.

Assessment of areas within the General Studies Program is taking place and data are being collected regularly. Rubrics have been established which allow for comparative evaluation across course titles within sections of the curriculum and across disciplinary areas of the curriculum.

The use of a common centralized software package, TaskStream, is being a great advantage to the General Studies Program. However, the current funding mechanism for TaskStream is cumbersome and irritating to students and faculty. The need to change this mechanism is indicated in Recommendation 3. Further, students should be educated as to the value for their education of having a strong assessment program.

Inter-coder reliability mechanisms are just beginning to be considered and should be developed to ensure comparability of coding for rubrics across the curricular offerings. This inter-coder reliability will make the adoption of uniform rubrics across the campus a much stronger asset.

Recommendation 10: Inter-coder reliability protocols need to be established and regularly checked across sections within a course number and across disciplinary areas of the curriculum.

Longitudinal assessment data exist for a few general studies courses. However, it will take longer to longitudinally evaluate all of the classes within each of the categories, as measurement is being phased in on a rolling basis; and not all areas of the curriculum have had even their first full evaluation. As longitudinal measures are added, consideration should be given to employment of more value added components. For example, a writing exam such as the ACT writing section could be given before entry into and at the end of English 101 to assess the value added by the course as well as the average level of writing competency of the students at the end of the course.

Recommendation 11: The institution should initiate longitudinal assessment procedures when the rolling in of the assessment measures provides longitudinal data opportunities, and expand the use of value added measures.

Faculty members seem to understand the purpose, processes and structure of the program and why assessment data need to be collected and analyzed. There is, however, a general consensus that the assessment program is becoming unwieldy as it is becoming more fully rolled out. It would, therefore be useful to assess the assessment process itself to consider which elements provide the most useful information and which are marginally useful or cost ineffective. In addition, assessment protocols may be simplified by taking appropriate samples rather than assessing the population, or assessing outcomes in each area periodically rather than assessing all areas each semester.

Recommendation 12: Assessment of the assessment process needs to be undertaken with a goal of improving and simplifying the process.

There was some discussion among the members of the team of the size of the General Studies Council which seemed to the team leader to be excessive for efficient functioning. When the General Studies Council was asked about this issue they indicated they liked the number of three from each college because it allowed full college representation when one or more of the representatives from a college were absent. At the same time, some members of the council complained about how hard it was to get things done and how long it took.

Suggestion 4: The institution might give consideration to the size of the General Studies Council.

Data indicated great variation in the number of students in the different courses within the General Studies Program. Of course, some considerable variation across disciplines and curricular levels is expected. However, some systematic protocol should be in place for specifying maximum and minimum number of students for each type of course in order to assure maximum efficiency. This might allow reallocation of some resources to facilitate expanded use of team teaching of capstone courses.

Suggestion 5: The General Studies Council and Director should consider establishing a protocol for determining maximum and minimum size of various types of general studies courses.

One of the strengths of the program is the wide variety of courses which fill general studies requirements at all levels. At the same time that this is a strength, it also reduces the common core of knowledge which is shared by all students and makes more problematic the cohesiveness of the program. These issues might be addressed by reducing the number of options available to students or by introducing a linking element in the freshman year such as a common reader which would be discussed each year as a part of every portal course and all the Foundational Core offerings.

Suggestion 6: The General Studies Council and the Director of General Studies should explore methods of introducing more commonality in the portal and Foundational Core courses as a way of introducing greater coherence and commonality in the first year.

Recommendations for the Future

Recommendation 1: The General Studies Council should conduct a follow up survey on student and faculty perceptions of the General Studies Program.

Recommendation 2: The General Studies Council should revisit the mission statement of General Studies for currency, including the examination of the role of online education.

Recommendation 3: The General Studies Council should recommend that the university purchase a site license for TaskStream and assess a student fee to cover the cost.

Recommendation 4: Additional funding should be allocated to the General Studies Program to promote teacher development, to aid course development and to provide professional support across campus for all faculty members who seek to improve their teaching within the General Studies Program. Additional resources should also be available for the Director and selected faculty to travel to conferences and workshops to stay abreast of current teaching development and assessment practices in general studies.

Recommendation 5: The University should clarify and simplify the reporting lines for the General Studies Program Director and the General Studies Council by having the General Studies Council report to the General Studies Director who would then report to a single administrator.

Recommendation 6: The University should grant to the General Studies Program Director authority to manage the number and variety of portal and capstone courses offered in any given semester.

Recommendation 7: The University should expand the Director of Assessment position to a full time appointment and transfer the assessment of The General Studies Program to that office.

Recommendation 8: The University should relieve the General Studies Program Director of routine tasks in coordinating the program and its assessment by increasing General Studies Program support staff. This shift of routine responsibilities will enable the General Studies Director to have more time and energy to develop and support the General Studies Program vision, to negotiate for classes, and to apply creative concepts to a developing program.

Recommendation 9: The requirements for the size of the General Studies Program should be carefully considered and should be transparent to the students with no unclear or hidden prerequisites.

Recommendation 10: Inter-coder reliability protocols need to be established and regularly checked across sections within a course number and across disciplinary areas of the curriculum.

Recommendation 11: The institution should initiate longitudinal assessment procedures when the rolling in of the assessment measures provides longitudinal data opportunities, and expand the use of value added measures.

Recommendation 12: Assessment of the assessment process needs to be undertaken with a goal of improving and simplifying the process.

Suggestion 1: The University should consider broadening the vision of the general studies program to better match the institutional mission by including a greater focus on, and assessment of ethics, personal values, social responsibility, information literacy, technology literacy, and making value judgments in the courses offered in the program.

Suggestion 2: The General Studies Council and the Director of General Studies should broaden the program by integrating campus and community activities in collaboration within the Division of Student Affairs.

Suggestion 3: Additional release time support for faculty may be needed to analyze assessment data.

Suggestion 4: The institution might give consideration to the size of the General Studies Council.

Suggestion 5: The General Studies Council and Director should consider establishing a protocol for determining maximum and minimum number of students for various types of general studies courses.

Suggestion 6: The General Studies Council should explore methods of introducing more commonality in the portal and core courses as a way of introducing greater coherence and commonality in the first year.

Concluding Remarks

The team wishes to express its appreciation to Dr. Daren Snider who worked tirelessly to make our team visit comfortable and efficient. The physical arrangements were excellent and the responses to our requests were timely and complete. We also wish to express appreciation to those who visited with the team members and who assisted in the development of the Self- Study for their candid opinions and insights.