General Education Review Committee
Agenda

December 15, 2006
ADM 201
12:45 p.m. – 1:45 p.m.

I. Roll

( ) Doug Parry	CAS	Oral Communication
( ) Ben Curtis	Mat-Su/**UAB**	Natural Sciences
( ) Caedmon Liburd	**UAB**	
( ) Patricia Fagan	CAS	Humanities
( ) Dan Schwartz	COE	
( ) Jack Pauli	CBPP/**UAB**	
( ) Jeane Breinig	CAS	Written Communication
( ) Len Smiley	CAS/**UAB**	Quantitative Skills
( ) Robin Wahto	CTC	
( ) Walter Olivares	CAS	Fine Arts
( ) Tom Miller	OAA	Guest
( ) Vacant	CHSW	
( ) Grant Baker	SOENGR**/ UAB**	
( ) Vacant	Student	

II. Approval of the Agenda (pg. 1)

III. Approval of Meeting Summary for December 8, 2006 (pg. 2-3)

IV. Chair's Report

V. Course Action Requests

Chg PSY A111 General Psychology (3 cr) (3+0) (pg. 4-8)

Chg PSY A150 Lifespan Development (3 cr) (3+0) (pg. 9-14)

VI. Old Business

A. GER CCG Updates

1. Revisions and Comments regarding GER Review Templates

- Social Sciences (pg. 15)
- Humanities content-oriented (pg. 16)

VII. New Business

A. Review of GER Topic Paper: Annotated Executive Summary (pg. 17-30)

B. Capstone Assessment (pg. 31-35)

VIII. Informational Items and Adjournment

General Education Review Committee
Summary

December 8, 2006
ADM 201
12:45 p.m. – 1:45 p.m.

I. Roll

( ) Doug Parry	CAS	Oral Communication
(x) Ben Curtis	Mat-Su/**UAB**	Natural Sciences
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(x) Jeane Breinig	CAS	Written Communication
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(x) Robin Wahto	CTC	
( ) Walter Olivares	CAS	Fine Arts
(x) Tom Miller	OAA	Guest
( ) Vacant	CHSW	
(x) Grant Baker	SOENGR**/ UAB**	
( ) Vacant	Student	

II. Approval of the Agenda (pg. 1)
Approved

III. Approval of Meeting Summary for November 17, 2006 (pg. 2-3)
Approved

IV. Chair's Report
2 goals for today:
New version of social science template
Which GER courses will be revised?

V. Course Action Requests

VI. Old Business

A. GER CCG Updates

1. Revisions and Comments regarding GER Review Templates

- Social Sciences Jim Muller and Kerry Feldman Revisions (pg. 4-12)
- Oral Communication (pg. 13-14)
- Written Communication (pg. 15-16)
- Quantitative Skills (pg. 17-18)
- Fine Arts (pg. 19-20)
- Humanities (pg. 21-24)
- Natural Sciences (pg. 25-26)

Discussion regarding outcomes assessed and assessment materials
Program and institution level of outcome assessment is being examined
Do not have to submit evidence of assessment to approve a course
Add third column to template that states "in development"

VII. New Business
- A. Request for Revision of GER Courses
  - Provost's Memo (pg. 27)
  - Patty Linton Memo (pg. 28)
  - GER Course List with Request For Revisions (pg. 29-32)
- B. Review of GER Topic Paper: Annotated Executive Summary (pg. 33-46)
- C. Capstone Assessment (pg. 47-51)

VIII. Informational Items and Adjournment

Curriculum Action Request
University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Course or Program of Study

1a. School or College	1b. Division	1c. Department
AS CAS	ASSC Division of Social Science	PSY

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEU	5b. Contact Hours (Lecture + Lab)
PSY	A111		3.0	(3.+0)

6. Complete Course/Program Title
General Psychology

Abbreviated Title for Transcript (30 character)

7. Type of Course ☒ Academic ☐ Non-credit ☐ CEU ☐ Professional Development

8. Type of Action ☒ Course ☐ Program

☐ Add
☒ Change
(mark appropriate boxes)
☐ Delete

☐ Prefix
☐ Credits
☐ Title
☐ Grading Basis
☒ Course Description
☐ Test Score Prerequisites
☐ Other Restrictions
☐ Class ☐ Level
☐ College ☐ Major
☐ Other

☐ Course Number
☐ Contact Hours
☐ Repeat Status
☐ Cross-Listed/Stacked
☐ Course Prerequisites
☐ Co-requisites
☐ Registration Restrictions

9. Repeat Status No # of Repeats 0 Max Credits 3

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: 8/2007 To: 12/9999

12. ☐ Cross Listed with
☐ Stacked with
Cross-Listed Coordination Signature

13. List any programs or college requirements that require this course
BS/BA in Psychology

14. Coordinate with Affected Units: UAA Deans; Directors of Mat-Su College, KPC, Kodiak College & PWSCC.

Department, School, or College

Initiator Signature Date

15. ☒ General Education Requirement
☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities
☐ Fine Arts ☒ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone

16. Course Description
Introduces methods, theories, and research in the psychological sciences. Core topics include psychological research methods, biopsychology, learning, cognition, lifespan development, personality, psychological disorders, and social psychology.

17a. Course Prerequisite(s) (list prefix and number)	17b. Test Score(s)	17c. Co-requisite(s) (concurrent enrollment required)
None	N/A	None

17d. Other Restriction(s)
☐ College ☐ Major ☐ Class ☐ Level

17e. Registration Restriction(s) (non-codable)
None

18. ☐ Mark if course has fees

19. Justification for Action
Updating the course description and course content guide to keep the course current.

Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Initiation Date: November 2006

II. Course Information:

A.	College:	College of Arts and Sciences
B.	Course Title:	General Psychology
C.	Course Subject/Number:	PSY A111
D.	Credit Hours:	3.0 credits
E.	Contact Time:	3 + 0 hours per week
F.	Grading Information:	A-F
G.	Course Description:	Introduces methods, theories, and research in the psychological sciences. Core topics include psychological research methods, biopsychology, learning, cognition, lifespan development, personality, psychological disorders, and social psychology.
H.	Status of course relative to degree or certificate programs:	Required for B.A. or B.S. degree in psychology; applies toward Social Behavior requirement of GER.
I.	Course Attributes:	Applies toward Social Behavior GER.
J.	Lab Fees:	None
K.	Coordination:	Extended campuses
L.	Course Prerequisite:	None
M.	Registration Restriction:	None

III. Course Activities:

This class is delivered in a traditional-lecture format or a distance-delivery format. In either case, it is principally instructor-driven and lecture-oriented. On occasion, lecture can be supplemented with other activities.

IV. Evaluation:

At least 95% of a student's grade will be based on individual performance on quizzes, exams and written assignments. Other criteria (e.g., classroom participation, group activities) can account for up to 5% of the grade, with extra-credit activities accounting for no more than 3%.

V. Course-level Justification:

This class is appropriate at the 100-level because it (a) has no prerequisites, and (b) presents a broad survey of several different areas of psychology.

VI. Outline

A. Core Topics

(Instructors must devote at least 1/15th of lectures and exams to each of the following 8 topics, and all of the subtopics.)

1) Introduction to the scope and methods of psychology:
    a) Roots and scope of modern psychology
    b) Major perspectives in psychology (e.g., Biophysical)
    c) Major themes in psychology (e.g., Nature and Nurture)
    d) Research design: Descriptive, correlational and experimental
    e) Research analysis: Basic statistical methods
2) Biological psychology
    a) Neural transmission
    b) Neurotransmitters
    c) Nervous systems
    d) Brain structures and functions
3) Cognition
    a) Memory
    b) Decision-making
    c) Language development
    d) Intelligence
4) Learning
    a) Classical conditioning
    b) Operant conditioning
    c) Social learning
5) Developmental Psychology:
    a) Physiological development:
    b) Psychosocial development
    c) Cognitive development
6) Personality Psychology
    a) Trait theories
    b) Psychoanalytic theories
    c) Humanistic theories
    d) Behavioral theories
7) Psychopathology and Psychological well-being
    a) Anxiety disorders
    b) Affective disorders
    c) Schizophrenic disorders
    d) Personality disorders
8) Social Psychology
    a) Social thinking (e.g., attitudes and attributions)
    b) Social influence (e.g., conformity and compliance)
    c) Social relations (e.g., attraction and altruism)

B. Optional Topics:

(Instructors can devote no more than 2/15th of the semester to any of the following topics.)

1) Sensation & Perception
2) Consciousness
3) Motivation and Emotion
4) Stress and Health
5) Positive psychology and psychological well-being
6) Therapeutic assessment and interventions
7) Nature-Nurture
8) Evolutionary psychology

VII. Instructional Goals and Defined Outcomes

A. Instructional Goals: The instructor will:
   1) Orient students toward the historical roots, dominant perspectives, major issues and key sub-disciplines in modern psychology;
   2) Focus on the different social-science research methods used by psychologists doing descriptive, correlational and experimental research;
   3) Provide examples of the theories, methods, and findings in the above core areas of the psychological sciences, stressing the application of the material to their lives and the world around them.

B. Defined Outcomes: Students should be able to:
   1) Describe the roots, perspectives, issues, and sub-disciplines in modern psychology;
   2) Identify the different advantages and limitations of descriptive, correlational, and experimental methods used by psychologists;
   3) Demonstrate understanding of basic concepts in biological psychology, cognition, learning, psychological development, personality, psychological well-being and social psychology;

VIII. Suggested Texts:

A. Coon, D. & Mitterer, J. O. (2007). *Introduction to psychology: Gateways to mind and behavior* (11th ed.). Pacific Grove, CA: Wadsworth.
B. Coon, D. (2007). *Psychology: A modular approach to mind and behavior* (10th ed). Pacific Grove, CA: Wadsworth.
C. Kalat, J. W. (2005). Introduction to Psychology (7th ed.). Pacific Grove, CA: Wadsworth.
D. Myers, D. G. (2007). *Psychology* (8th ed.). New York: Worth Publishers.
E. Myers, D. G. (2007). *Psychology in modules* (8th ed.). New York: Worth Publishers.

IX. Bibliography and Resources

A. *PsychInfo* (Consortium Library online database of psychological articles)
B. Gelfand, H. & Walker, C. J. (eds). (2001). *Mastering APA style: Student's workbook and training guide.* Washington, DC: American Psychological Association.

Curriculum Coordination Form

Notification Date: October 26, 2006

Initiating unit: PSY

Affected unit(s): UAA Deans; Directors of Mat-Su College, KPC, Kodiak College & PWSCC

Course Prefix and Number: PSY A111 Previous Prefix and Number:

Complete Course/Program Title:General Psychology

Previous Course/Program Title: same

Description of Action: Updating the course description and course content guide to keep the course current.

Supporting documentation of the proposal is attached.

Initiating faculty are also REQUIRED to send an email to uaa-faculty@uaa.alaska.edu describing the proposal, including the proposed action and the course prefix, number, course description, prerequisite, and any other relevant information.

Any questions concerning the proposed changes may be addressed to the appropriate department chair, or the chair of the appropriate curriculum committee. Written comments may also be sent to the UAB or GAB, in care of the Governance Office, at the following address:

University of Alaska Anchorage
Governance Office, ADM 213
3211 Providence Drive
Anchorage, AK 99508

If no written comments are received by the UAB or GAB within ten (10) days of notification date shown above, it is assumed that there are no objections to the proposal.

Note: Acknowledgement of coordination does not mean approval, it is only meant to verify that coordination has occurred.

Curriculum Action Request
University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Course or Program of Study

1a. School or College	1b. Division	1c. Department
AS CAS	ASSC Division of Social Science	PSY

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEU	5b. Contact Hours (Lecture + Lab)
PSY	A150	A150	3.0	(3.+0)

6. Complete Course/Program Title
Lifespan Development

Abbreviated Title for Transcript (30 character)

7. Type of Course ☒ Academic ☐ Non-credit ☐ CEU ☐ Professional Development

8. Type of Action ☒ Course ☐ Program

☐ Add
☒ Change
(mark appropriate boxes)
☐ Delete

☐ Prefix
☐ Credits
☒ Title
☐ Grading Basis
☒ Course Description
☐ Test Score Prerequisites
☐ Other Restrictions
☐ Class ☐ Level
☐ College ☐ Major
☐ Other

☐ Course Number
☐ Contact Hours
☐ Repeat Status
☐ Cross-Listed/Stacked
☐ Course Prerequisites
☐ Co-requisites
☐ Registration Restrictions

9. Repeat Status No # of Repeats 0 Max Credits 3

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: 8/2007 To: 12/2099

12. ☐ Cross Listed with
☐ Stacked with
Cross-Listed Coordination Signature

13. List any programs or college requirements that require this course
BS/BA in Psychology

14. Coordinate with Affected Units: UAA Deans; Directors of Mat-Su College, KPC, Kodiak College & PWSCC.

Department, School, or College

Initiator Signature Date

15. ☒ General Education Requirement
☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities
☐ Fine Arts ☒ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone

16. Course Description
Reviews physical, cognitive, and socioemotional aspects of human growth, maturation, and development across the lifespan. Special attention is given to the effects of broader sociocultural influences on development. Classical and contemporary theories relating to development across the lifespan are considered.

17a. Course Prerequisite(s) (list prefix and number)	17b. Test Score(s)	17c. Co-requisite(s) (concurrent enrollment required)
None	N/A	None

17d. Other Restriction(s)
☐ College ☐ Major ☐ Class ☐ Level

17e. Registration Restriction(s) (non-codable)
None

18. ☐ Mark if course has fees

19. Justification for Action
Updating the course description and course content guide to keep the course current.

Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Initiation Date: November 2006

II. Course Information:

1. College: College of Arts and Sciences
2. Course Title: Lifespan Development
3. Course Subject/Number: PSY A150
4. Credit Hours: 3.0 credits
5. Contact Time: 3 + 0 hours per week
6. Grading Information: A-F
7. Course Description: Reviews physical, cognitive, and socioemotional aspects of human growth, maturation, and development across the lifespan. Special attention is given to the effects of broader sociocultural influences on development. Classical and contemporary theories relating to development across the lifespan are considered.
8. Status of course relative to degree or certificate programs: Required for B.A. or B.S. degree in psychology, education, and nursing; applies toward Social Behavior requirement of GER.
9. Lab Fees: None
10. Coordination: Extended campuses
11. Course Prerequisite: None
12. Registration Restriction: None

III. Course Activities:

This class is primarily delivered in a traditional-lecture format or a distance-delivery format. In either case, it is principally instructor-driven and lecture-oriented. On occasion, lecture can be supplemented with other activities.

IV. Evaluation:

This course will provide basic knowledge regarding psychological research findings and theories of human development and assess this knowledge and reading comprehension through exams. Written and oral communication skills will be assessed through papers and other written assignments, group or class discussions, and/or student presentations. Attendance is essential due to the broad range of material covered in this foundational course, the applicability of this material to everyday life, and the opportunity the course content and targeted skills provide for personal growth.

V. Course-level Justification:

This class is appropriate at the 100-level because it presents a broad survey of lifespan developmental psychology.

VI. Outline:

1. Core Topics
    1) Overview of the study and psychological research findings relevant to lifespan development.
    2) Classical and contemporary theories of human development and the role of the scientific method.
    3) Prenatal period:
        a) Physical, cognitive, and socioemotional beginnings of development:
        Role of nature/nurture, genetics, brain growth and development, stages of prenatal growth
        b) Common difficulties/dysfunctions
    4) Infancy and toddler years:
        a) Physical, cognitive, and socioemotional strands of development:
        Neonatal development, reflex behaviors, development of knowing and perceiving, role of temperament, attachment, early child care, pre-linguistics, sensorimotor operations.
        b) Common difficulties/dysfunctions
    5) Early childhood:
        a) Physical, cognitive, and socioemotional strands of development:
        Accidental injuries, nutrition, cognitive neuroscience, preoperations, theory of mind, information-processing, language development, preschool, self-concept, gender
        b) Common difficulties/dysfunctions
    6) Middle childhood:
        a) Physical, cognitive, and socioemotional strands of development:
        Concrete operations, moral reasoning, literacy, elementary school, self-esteem, multiple intelligences
        b) Common difficulties/dysfunctions
    7) Adolescence:
        a) Physical, cognitive, and socioemotional strands of development:
        Puberty, interaction between the strands of development, neuron-cognition, formal operations, middle and high school, identity, sexual orientation, peer influences
        b) Common difficulties/dysfunctions
    8) Young adulthood:
        a) Physical, cognitive, and socioemotional strands of

development:
Post-formal operations, intimate attachments with responsibility, reproduction, emotional intelligence, college, work

b) Common difficulties/dysfunctions

9) Middle adulthood:
   a) Physical, cognitive, and socioemotional strands of development:
   Optimization of development, menopause, middle-life aging and crisis, role of expertise, mature learning, work, retirement, kinship ties, stability and change in personality
   b) Common difficulties/dysfunctions
10) Later adulthood:
   a) Physical, cognitive, and socioemotional strands of development:
   Presbyopia, aging brain, wisdom, life narratives, decline in physical functioning, social support, living arrangements
   b) Common difficulties/dysfunctions
11) Death and dying:
   a) Physical, cognitive, and socioemotional strands of development:
   Cessation of bodily functions, spiritual and religious practices, grief, bereavement, care for the dead and dying, attention to legal, medical and ethical concerns
   b) Common difficulties/dysfunctions

VII. Instructional Goals and Defined Outcomes:

1. Instructional Goal: The instructor will…
   - Introduce psychological research findings and describe the roles that both theory and research play in enhancing our understanding of human growth and development from conception to death.

   Defined Outcomes: Students should be able to…
   - Describe human development across the life span and indicate the theories and research findings associated with various aspects of human growth and maturation.

   - Be able to explain the focus and major claims of the various theories of cognitive and socioemotional development.

2. Instructional Goal: The instructor will…
   - Explain the applicability of psychological theories and research to human functioning.

   Defined Outcomes: Students should be able to…
   - Associate theories and research findings with the development of oneself and others.

- Contrast general research findings with the development of oneself and others.

3. Instructional Goal: The instructor will…
   - Explain the impact of sociocultural influences (e.g., culture, geography, gender, history, context, etc.) on human development.

   Defined Outcomes: Students should be able to…
   - Identify the potential influence of sociocultural factors on the course of development.

   - Distinguish between theories of development that are cultural universal and those that are culturally relativistic.

4. Instructional Goal: The instructor will…
   - Foster the development of critical thinking, oral and written communication skills.

   Defined Outcomes: Students should be able to…
   - Demonstrate skill as to oral and written communication, as well as the ability to read comprehensively.

   - Compare and contrast the strengths and weaknesses of the theories of development.

   -Differentiate between assumptions and research findings.

VIII. Suggested Text:

One of the following textbooks is strongly suggested for use with this course. If another is preferred, please submit to department for review and consideration.

1. Berk, L. E. (2004). *Development through the life span.* (3rd ed.). Needham Heights, MA: Allyn & Bacon.
2. Boyd, D., & Bee, H. L. (2005). *Lifespan development.* (4th ed). Needham Heights, MA: Allyn & Bacon.
3. Kail, R. V., & Cavanaugh, J. C. (2007). *Human development: A lifespan view.* (4th ed.). Belmont, CA: Wadsworth.
4. Papalia, D. E., Olds, S. W., & Feldman, R. D. (2007). *Human development.* (10th ed.). New York, NY: McGraw Hill.

Curriculum Coordination Form

Notification Date: October 26, 2006

Initiating unit: PSY

Affected unit(s): UAA Deans; Directors of Mat-Su College, KPC, Kodiak College & PWSCC

Course Prefix and Number: PSY A150 Previous Prefix and Number: `

Complete Course/Program Title:Lifespan Development

Previous Course/Program Title: Life Span Development

Description of Action: Updating the course description and course content guide to keep the course current.

Supporting documentation of the proposal is attached.

Initiating faculty are also REQUIRED to send an email to uaa-faculty@uaa.alaska.edu describing the proposal, including the proposed action and the course prefix, number, course description, prerequisite, and any other relevant information.

Any questions concerning the proposed changes may be addressed to the appropriate department chair, or the chair of the appropriate curriculum committee. Written comments may also be sent to the UAB or GAB, in care of the Governance Office, at the following address:

University of Alaska Anchorage
Governance Office, ADM 213
3211 Providence Drive
Anchorage, AK 99508

If no written comments are received by the UAB or GAB within ten (10) days of notification date shown above, it is assumed that there are no objections to the proposal.

Note: Acknowledgement of coordination does not mean approval, it is only meant to verify that coordination has occurred.

Draft for Review

Template for Review of Tier 2: Social Sciences GER Courses

Course:	**Crs. #**	**Date of Review:**	

For each of the boxes below, check those components that have been reviewed and found to be acceptable on the submitted CAR/CCG.

CAR	**CCG date within 10 years**	**Course Description**	**Course Outline**	**Text & Bibliography Current**

CCG has instructional goals and assessable student outcomes consistent with GER category descriptor and appropriate preamble student outcomes.

Student Outcomes At the completion of the course the student will be able to:	**Outcome Included in Course**		**Outcome Assessed with Appropriate Tools**		**Evidence for Achievement of Outcome***		
Category Descriptor Outcomes	**Yes**	**No**	**Yes**	**No**	**Yes**	**In Development**	**No**
1. Reflect on the workings of the society of which they are a part and possess a broad perspective on the diversity of human behavior.							
2. Distinguish between empirical and non-empirical truth claims.							
3. Be aware of the limits of human objectivity and understand the rudiments of how ideas about social phenomena may be tested and verified or rejected.							
4. Demonstrate an introductory knowledge of social science thinking which includes observation, empirical data analysis, theoretical models, qualitative analysis, quantitative reasoning, and application to social aspects of contemporary life.							
5. Demonstrate knowledge of social science approaches and apply that knowledge in a particular content area.							
Appropriate numbered GER preamble Student Outcomes							
Must Include: 5. Investigate the complexity of human institutions and behavior to better understand interpersonal, group, political, economic, and/or cultural dynamics.							
May include: 8. Adopt critical perspectives to better understand the forces of globalization and diversity.							

*For institutional GER review

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Draft for Review

Template for Review of Tier 2: Humanities- Content-Oriented GER Courses

Course:	**Crs. #**	**Date of Review:**	
For each of the boxes below, check those components that have been reviewed and found to be acceptable on the submitted CAR/CCG.			
CAR	**CCG date within 10 years**	**Course Description**	**Course Outline**	**Text & Bibliography Current**

CCG has instructional goals and assessable student outcomes consistent with GER category descriptor and appropriate preamble student outcomes.

Student Outcomes At the completion of the course the student will be able to:	**Outcome Included in Course**		**Outcome Assessed with Appropriate Tools**		**Evidence for Achievement of Outcome***		
Category Descriptor Outcomes for Content-oriented courses	**Yes**	**No**	**Yes**	**No**	**Yes**	**In Development**	**No**
1. Identify texts or objects and place them in the historical context of the discipline.							
2. Identify texts or objects, articulate the central problems they address, and provide reasoned assessments of their significance.							
Appropriate numbered GER preamble Student Outcomes							
Must Include: 3. Relate knowledge to the historical context in which it developed and the human problems it addresses.							
May include: 4. Interpret different systems of aesthetic representation and understand their historical and cultural contexts.							
8. Adopt critical perspectives to better understand the forces of globalization and diversity.							

*For institutional GER review

SUPPORTING UAA'S INSTRUCTIONAL MISSION

GENERAL EDUCATION REQUIREMENT COURSES

(A FIVE-YEAR CONTEXT PROFILE)

Topic Paper 2006-04

Prepared for :

UAA Provost Dr. Mike Driscoll

by:

Office of Institutional Planning, Research & Assessment

Dr. Gary Rice, Director
Yuan Fang Dong
Hongmei Zhu

In Collaboration with:

General Education Review Committee
Dr. Benson Curtis, Chairman

November 2006

REPORT CONTENTS

When is Course(s) taken in Student's Goal Path?
Who takes the Course(s)/
How Well are Students Prepared/Performing in this Course(s)?
Who Teaches the Course(s)?
What does it Cost to Offer the Course(s)?

Tier III Data Tables

Appendix

EXECUTIVE SUMMARY*: Italics by B. Curtis from full report*
Data sets from Summer 2000 to Spring 2006
This Topic Paper is one of eight in a series to examine the impact of eight curriculum components in support of UAA's instructional mission. Its two-fold purpose is to (1) provide a comprehensive 5-year retrospective look at the component to construct context and trends, and (2) provide some insight into the fundamental mission-related question: **"To what extent does completing a course(s) make the difference intended by the university and/or expected by the student?"**

The paper is organized around three tiers that currently comprise the GER program: Tier I—Basic College Level Skills, Tier II—Disciplinary Areas, and Tier III—Integrative Capstone. Tier I is broken into Oral Communication, Quantitative Skills, and Written Communication categories. Tier II is broken into Fine Arts, Humanities, Natural Sciences, and Social Sciences categories. Tier II is reported by individual courses. Within each tier, it seeks to answer some common straight-forward who, what, when, where, why and how queries one would ask about any course in the UAA curriculum

The project begins with an overview of the entire UAA curriculum relative to the eight primary course functions during the past five years. It also presents the relative contribution of each campus to each primary function. They serve as a stable reference frame to assess the contribution of each component over time. During those five years UAA experienced a 6% increase in sections offered, 10% enrollment increase, 14% SCH increase, and 9% increase in instructional FTEF=*Faculty* to serve these students.

Tier I curriculum constitutes 6% of total sections offered*(4% Anchorage)*, 8% of UAA total academic year enrollment*(6% Anchorage)*, 10% of total SCH generated*(8% Anchorage)*, and about 8% of total instructional FTEF effort*(6% Anchorage)*. It represents about 8% of the total Anchorage enrollment, 10% at KPC, 6% at Kodiak, 9% at Mat-Su, and 3% at PWSCC.

01-02 to 05-06 Anchorage 16% enrollment growth: Honors +46%, Student readiness -3%, GER Tier I +23%, GER Tier II +22%, Major core +47%, electives -15%, graduate +5%, prof. development +15%, Non-credit -64%

All campuses: GER Tier I enrollment up 15% faculty up 8%(Anchorage enrollment up 23%, sections up 21%, faculty up 19%), GER Tier II enrollment up 18% faculty up 8%, major core enrollment up 47.1%

05-06 Anchorage %enrollment: 4.2 % Student Readiness, 8% GER Tier I, 27% GER Tier II, 50.5% Major core, 19.3% electives, 5.2% prof.develop, 4.9% graduate

Written Communication had the largest growth in the Tier I curriculum *from 02-06 (+25% enrollment, +15% sections, +15% faculty)*. Oral Communication experienced growth but was the least productive of the three areas when comparing enrollment increase to proportion of instructional faculty effort growth to serve them *(+5% enrollment, +8% sections, +8% faculty)*. Quantitative Skills courses were the most

economically productive *(+11% enrollment, -2% sections, -1% faculty)*. Note: These statements do not in any way imply or equate instructional quality with economic productivity. (*UAA entire curriculum +10% enrollment, +6% sections, +9% faculty)*

In Fall 2005 Tier I courses had a combined total of 5,204 initial registrants but 703 (13.6%) dropped leaving 4,501 enrollees (*46% Written, 23% Oral, 31% Quantitative)*. The entire tier had 87% of its total available capped seats occupied and average section size was nearly 21. By contrast UAA had an overall fill rate of 69% capacity, about 8% drop rate, and 15 average section size. 6,507 of 65,974 initial *UAA* registrants (10%) have their classes cancelled and/or change their mind and leave before classes start. *Tier I courses are 69% full by 1st day of instruction and 87% full by end of registration compared to 50% and 69% full across the curriculum. Fill rates Oral Communication(1st day 78%-90% final)20.7 section size, Written Communication(1st day 73%-92% final) 18.9 section size, Quantitative Skills (1st day 57%-80% final) 24.6 section size.*

During 02-06, Oral 244 sections with 89 over enrollment cap(37%), Quantitative 6,751 sections with 8% overloaded, and Written 21% overloaded. All Tier I, 21% of sections overloaded.

About 26% of the (headcount) and 18% of Tier I enrollment takes place during first year of college. By second year the percentages are 42% and 37% respectively. That means 58% of the headcount and 63% of the Tier I enrollment occurs AFTER the student has reached upper-division status base on cumulative credit hours already earned.
Enrollment(headcount)
Oral Communication: 1st year 19%(28%), 2nd year 19%(15%), 3rd year 21%(22%), 4th year 21%(18%), 5th year 20%(17%).
Written Communication: 1st year 17%(27%), 2nd year 19%(15%), 3rd year 21%(19%), 4th year 22%(19%), 5th year 21%(20%).
Quantitative Skills: 1st year 20%(21%), 2nd year 20%(20%), 3rd year 20%(18%), 4th year 20%(20%), 5th year 20%(21%)

The project examines the GER hours students took with them when they transferred out of UAA to another college or university. It also looks at selected student characteristics and their GER attrition rates.
Attrition: any grade symbol that hinders student from making progress toward his/her educational goal: F, W(withdrawal), NP(not pass), Audit. Success Grades facilitate progress: A, B, C, D, and P, while Stasis grades are neutral (Audit Deferred Incomplete)
A larger proportion of a greater number of students are successfully completing their Tier I coursework in AY06 (76%) than in AY02 (73%). *Oral: 06(85%) 02(84%), Quantitative: 06(65%) 02(59%), Written: 06(78%) 02(75%).*
02-06 Tier I: 19% increase in "Failure" grades and 17% increase in Withdrawals.
During that time attrition rates remained constant (22%) and proportion of stasis grades dropped to 1.7%. Within that, however, course attrition overall was 11-14% in Oral Communication courses, 29-33% in Quantitative Skills, and 19% in Written Communications. *In 06 Tier I 22% attrition: 13% Oral, 20% English(ENGL 111 23% & other ENGL 17%), 33% Quantitative.*

Who takes Course?
Attrition in Tier I higher for: males, minority students(especially Alaska Natives and American Indian), freshman, 25-39 yr olds, high school GPA≤2.4, bottom half of high school class, living off-campus, not UA scholar, non-degree seeker, part-time student, attending Anchorage or Mat-Su campus.

Assumption: Students have met course prerequisite qualifications if they are officially enrolled in the course. The final course grade is a proxy outcome assessment for student performance against course standards/instructor expectations, and individual instructor grading philosophies becomes normalized in aggregate statistics

A separate small side research project(*first time freshman Fall 00-06)* set up to control variables as much as possible and examine the effect of GER prerequisite course performance compared with GER criterion course performance. A comparison of criterion performance was made by those who Met the prerequisite*(successful grade in all required prerequisite courses), vs Not Met(not taken or not passed)* those who did not but enrolled anyway, and *for Met vs* those who did not take the prerequisite but were admitted via faculty waiver. There were both expected and expected but important statistically significant findings.

Quantitative Skills:
23.4% MET: mean GPA 1.81
67% successful grade, 1% stasis, 31% attrition grade
4.9% Not Met: mean GPA 1.57 (P =0.02)
57% successful grade, 3% stasis, 40% attrition grade
71.7% *Faculty Waiver: mean GPA 1.83*
66% successful grade, 2% stasis, 32% attrition grade

Written Communication:
31.8% MET: mean GPA 2.74
83% successful grade, 2% stasis, 14% attrition grade
0.9% Not Met: mean GPA 2.22 (P=0.002)
71% successful grade, 4% stasis, 24% attrition grade
67.3% Faculty Waiver: mean GPA 2.44 (P<.0001)
77% successful grade, 2% stasis, 21% attrition grade

A second larger, but less controlled, analysis prepared a correlation between the actual grade performance of all students in each stated GER prerequisite course and their grade performance in the GER criterion course. How students were placed in each course was not important; they were there and their performance was compared. An examination of the common (what the two courses had in common) and unique variance between each prerequisite and criterion course revealed findings subject to two possible interpretations. One, the small common variance indicates the two courses were not presenting the same thing which one would hope for since duplication was minimal. Two, prerequisites were not performing their intended function because there is so little carryover from prerequisite to criterion course that is assumed to facilitate learning and success in the latter.

Correlation in grade in GER Tier I prerequisite and grade in subsequent criterion course
The smaller the correlation in the prerequisites grade and the subsequent criterion course grade the smaller the common variance. For Quantitative Skills common variance was 13-20%, while for Written Comm. 4-11%.

There were 444 repeaters (10%) among 4,501 Tier I enrollees during Fall 2005. Based on the average section size of each category compared with the courses repeated, they would represent the equivalent of 1.1 additional Oral Communication classes, 9.3 additional Quantitative Skills, classes and 10.2 additional Written Communication classes in one semester. Further, this just represents the tip of the iceberg because 57-65% of Tier I attriting students elected not to repeat their course. Doing the math and adding this to the number who actually did repeat one sees the impact. *Oral 5% of repeaters, Written 43% of repeaters, and Quantitative 52% of repeaters. Highest Courses for Tier I repeaters: ENGL 111 28% and MATH A107 21% of all repeaters.*
15-20% of Oral Comm. elected to repeat the same course
45% of Quantitative Skills elected to repeat and took more tries to complete successfully
32-40% of Written Comm. elected to repeat
Majority of Tier I students successfully repeated on the first attempt

The project determined whether significant attrition differences existed in GER courses taught weekday vs. weekend, morning, afternoon and evening, class size, taught by different instructional modalities, and taught via. distance delivery. There were some statistically significant differences between them.
Oral and Written Comm. Attrition: no significant difference morn., aft., eve.
Quantitative attrition: morning highest(36.2%) afternoon(32.0%), evening lowest(29.1%)
Oral and Quantitative Attrition: no signif. Difference weekday vs weekend
Written Comm. Attrition: Higher weekend(26.2%) than weekday(17.8%)

Small (1-19), medium (20-49), large (50+) class size
Oral class Size: no difference small vs medium, no large
Written class size: no difference small vs medium, no large
Quantitative class size: attrition rate in medium size(35.4%) higher than small size(20.5%) $P < 0.0001$

Distance Delivery
Only Written Comm. offered Distance courses. Attrition Rate higher in Distance courses each year offered 02-03(29% vs 21%), 03-04(32% vs 20%), 04-05(28% vs 21%), 05-06 (35% vs 19%)

It also determined the proportion of students who started with a full-time course load and ended up with a part-time load based on attrition rate in GER courses. *63% were part time and 37% were full time. Of all these 74% were able to complete entire load and 26% had attrition.*

The project looked for different performance in GER courses taught by regular vs. adjunct faculty and also difference by academic rank along with bipartitie-tripartite status. There were some statistically significant differences between them.
All UAA courses attrition 15-16%. Ranked faculty had higher attrition rates (17-18%) vs adjuncts (14%). For GER Tier I Ranked faculty attrition 22-25% vs adjuncts 20%.
attrition rate for GER Tier I
Oral: Prof(12.1%), Assoc.(17.1%), Asst.(20.4%), Instruc.(8.9%), Adjunct(14.1%)
Quant: Prof(37.0%), Assoc.(39.8%), Asst.(34.2%), Adjunct(30.3%)
Written:Prof(15.0%), Assoc.(18.7%), Asst.(20.5%), Instruc.(18.4%), Adjunct(20.6%)

Attrition rate all courses Bipartite from 19% in 01-02 to 17% and Tripartite stable at 15-16%
GER Tier I mostly taught by Bipartite(96%) attrition 24% & tripartite(4%) attrition 32%

The project established total and unit direct instructional, instructional plus indirect support, and full cost to teach GER courses. There are important comparisons but unit cost increases were discovered to be more the result of increases in full operating costs than salaries although benefits are playing an ever-increasing role in bringing direct instruction and full-costs closer together.

How effectively does course accomplish purpose?

Correlation in grade in GER Tier I prerequisite and grade in subsequent criterion course
The smaller the correlation in the prerequisites grade and the subsequent criterion course grade the smaller the common variance. For Quantitative Skills common variance was 13-20%, while for Written Comm. 4-11%.

The project analyzed student evaluation of instructional effectiveness in GER courses over the five years. Students rated their instructional experience in such classes very high (almost too high given the proportion of attrition grades awarded over the years. Students reported spending 2-4 hours per week outside class and the GER course workload requirements were typically perceived to be about the same as other comparable credit-hour course, except for Quantitative Skills, *rated as heavier workload, and also were more likely to spend more hours per week outside class working on course material.*

The GER Tier II curriculum was analyzed in the same way and there is a wealth of findings for the interested reader.

Tier II 14% of all UAA sections, 25-26% of enrollment, 29-30% of all SCH, taught by 18% of Faculty.
02-06 Tier II +9% total sections, +20% SCH, +9% FTEF faculty
CAS +10% sections, +21% enrollment, +8% FTEF
CTC +14% sections, +29% enrollment, +14% FTEF
06 Tier II 14% sections, 25% enrollment, 17% FTEF faculty
06 Anchorage 27% enrollment, 17% FTEF faculty
Tier II
Fine Arts: 8% enrollment, 8% SCH, 6% of Tier II faculty
02-06: +18% in sections, enrollment +31%, +18% faculty
Humanities: 31% enrollment, 39% of Tier II faculty
02-06: -6% in sections, enrollment +5%, -7% faculty(FTEF)
Natural Sciences: 29% enrollment, 25% of Tier II faculty
02-06: +22% sections, enrollment +26%, +27% faculty
Social Sciences: 32% enrollment 30% Tier II faculty
02-06: +16% sections, enrollment +23%, +16% faculty

ALL UAA fill rates: 1st day(50.0%) end 76.5%, drop(7.5%) final(68.9%)

Tier II GER Course Fill Rates: Fall 2005
ALL Tier II: 1st day(67.5%) end(92.6%), drop(8.3%) final(84.3%)
Fine Arts: 1st day(75%) end(97.2%), drop(7%),final (90%) section size 36.3
Humanities: 1st day(66%) end(92.3%), drop(8.8%) final (83.5%) section size 24.3
Natural Sciences: 1st day(65.5%)end(92.5%), drop(8.9%) final(83.6%) section size 27.9
Social Sciences: 1st day(69.1%) end(92.0%), drop(7.5%) final (84.5%) section size 32.4

Tier II drops represent 24% of drops from all courses in the entire UAA curriculum

% Capacity Sections Over Capacity Caps:
Fine Arts: 21% over capacity
Humanities: 21% over capacity
Natural Sciences: 11% over capacity
Social Sciences: 17% over capacity

When are Tier II courses Taken?
Enrollment (headcount)
Fine Arts: 1st yr 16.6%(8.1%), 2nd yr 18.5%(21.4%), 3rd yr 20.9%(21.4%), 4th yr 22.2%(20.1%), 5th yr 21.8%(29%)
Humanities: 1st yr 18.7%(22.0%), 2nd yr 20.5%(17.9%), 3rd yr 20.7%(19.2%), 4th yr 20.6%(20.6%), 5th yr 19.5%(20.3%)
Natural Sciences: 1st yr 16.1%(11.7%), 2nd yr 18.7%(22%), 3rd yr 20.8%(19.8%), 4th yr 22.4%(30.4%), 5th yr 22%(16.1%)
Social Sciences: 1st yr 17.2%(12.5%), 2nd yr 19.5%(20.5%), 3rd yr 21%(23%), 4th yr 21.2%(20.2%), 5th yr 21.1%(23.8%)

Who takes course?
Tier II course attrition higher for: males, minority students(especially Alaska Natives and American Indian), freshman, 18-24 yr olds, high school GPA ≤2.4, bottom half high school class, living off campus, not UA scholar, non-degree seeker, part-time student

How well are students prepared? grades and attrition rates
144,547 grades Fine Arts(8%), Humanities(29%), Natural Sciences(16.6%), Social Sciences (27.7%)
Successful grades(A,B,C,D): Fine Arts 83%, Humanities(78%), Natural Sciences(76%), Social Sciences(76-78%)
2% of Tier II grades incompletes

Attrition Rates: 02-06
Natural Sciences(22-24%), Social Sciences(18-21%), Humanities(19-20%), Fine Arts(16-17%)
06 Attrition Tier II 22%
06 Attrition: Natural Sciences(23%) from 7% in environmental sci. to 27% in biology , Social Sciences(21%)from 13% in HUMS to 34% in paralegal , Humanities(20%) from 10% in linguistics to 47% in Latin, Fine Arts(16%) from 7% in dance to 18% in music

Prerequisites and attrition
Students that Met prerequisite vs Not Met and Met vs Faculty Waiver

Fine Arts:
Met(51.5%) GPA 2.88
91% Success, 0% Stasis, 9% attrition
Not Met(3.5%) GPA 2.08 P=0.04
60% Success, 4% Stasis, 36% attrition
Faculty Waiver(45%) GPA 2.66 P=0.03
82.9% success, 0.9% stasis, 16.2% attrition

Humanities:
Met(54.2%) GPA 2.63
94.5% Success, 0.7% Stasis, 14.7% attrition
Not Met(2.1%) GPA 2.08 P=0.009
55.8% Success, 7.8% Stasis, 26% attrition
Faculty Waiver(43.8%) GPA 2.67
82.6% Success, 0.7% Stasis, 15.9% attrition

Prerequisites and attrition
Students that Met prerequisite vs Not Met and Met vs Faculty Waiver

Natural Sciences:
Met(41.5%) GPA 2.64
89.8% Success, 0.7% Stasis, 9.3% attrition
Not Met(21.5%) GPA 1.73 P= <0.0001
63.7% Success, 1% Stasis, 34.9% attrition
Faculty Waiver(37%) GPA 1.89 P=<0.0001
82.6% Success, 0.7% Stasis, 15.9% attrition

Social Sciences:
Met(41.9%) GPA 2.47
83.5% Success, 0.8% Stasis, 15.7% attrition
Not Met(6.9%) GPA 1.67 P= <0.0001
64.2% Success, 1.2% Stasis, 34.5% attrition
Faculty Waiver(51.2%) GPA 2.07 P=<0.0001
72.9% Success, 1.8% Stasis, 25.3% attrition

There was a significant difference in mean GPA between MET prerequisite and other students for all 4 Tier II categories. In 3 of 4 (not humanities) there was a significant difference between the Met prerequisite and faculty waiver students.

GER Tier II Repeating Students:
There were 1,131 repeaters (7%) in the 15,811 Tier II students in Fall 2005. Based on class size, repeaters represent 1 additional Fine Arts, 10.4 additional Humanities, 17.5 additional Natural Sciences, and 10.9 additional Social Sciences classes in one semester. If the 1,131 were spread across the average 15 student Tier II class size it would represent 75.4 additional Tier II sections in Fall 2005.

Fall 2003
Fine Arts: 80.4% no repeat, 19.6% repeat, 11.6% successful
Humanities: 78.3% no repeat, 21.7% repeat, 12.8% successful
Natural Sciences: 64.4% no repeat, 35.6% repeat, 21.9% successful
Social Sciences: 70.6% no repeat, 29.4% repeat, 17.3% successful

Social Sciences courses repeats took more times to be successful and tried more times unsuccessfully than other Tier II. The majority of students who repeated Tier II successfully did so on their first attempt.

Course Attributes and Attrition: Tier II 24% of total UAA enrollment
**Significant differences 05-06 in attrition*
Time of Day: highest in morning, less in afternoon, and lowest in evening classes
Fine Arts: Morn(17.5%), aft(12.6%),evening(15%), missing(24%)*
Humanities: Morn(21.6%), aft(18.2%),evening(18.5%*), missing(20.7%)*
Natural Sciences: Morn(23.4%), aft(24.1%),evening(19.9%), missing(22%)*
Social Sciences: Morn(21.4%), aft(20.4%),evening(17.9%),missing(27.6%)*

Attrition Weekend vs Weekday
Only Social Sciences has a significant difference. Weekend(12.1%) has lower attrition than weekday(20.3%).

Attrition vs Class Size: Small (1-19), medium (20-49), large (50+) class size
With the exception of medium vs large fine arts and small vs medium Natural Sciences, a statistically significant($P<0.0001$) relationship between the larger the class size and the higher the attrition for all Tier II.

Attrition vs Modality for Tier II categories with different modalities
Tier II Humanities courses taught by lecture(20.6%) and lecture-lab (15.7%)
Natural Sciences lecture(28.3%), lab only(21.3%), lecture-lab(24.6%) .

Attrition Tier II distance delivery vs non-distance delivery 01-06
No significant difference in Fine Arts. Humanities and Natural Sciences had significantly higher attrition in early years but not in 04-06. Only Social Sciences had significantly higher attrition in distance delivery courses from 01-06.

Who Teaches the course? Attrition Rate

All UAA courses attrition 15-16%. Ranked faculty had higher attrition rates (17-18%) vs adjuncts (14%). For GER Tier II Ranked faculty attrition 20-22% vs adjuncts 18-20%.

attrition rate for GER Tier II 05-06
Fine Arts: Prof(21.7%), Assoc.(30.4%), Asst.(14.9%), Instruc.(7.1%), Adjunct(15.2%)
Humanities: Prof(22.1%), Assoc.(25.2%), Asst.(22.8%), Inst.(16,8%),Adjunct(19.7%)
Nat.Sci.:Prof(28.6%), Assoc.(17.8%), Asst.(16.2%), Instruc.(26.7%), Adjunct(24.1%)
Social Sci.:Prof(26.3%), Assoc.(20.9%), Asst.(23.6%),Instruc.(18.4%),Adjunct(18.8%)
General hierarchy in last two years has shifted to Assoc>Prof>Asst>Instructor

Attrition rate all courses Bipartite from 19% in 01-02 to 17% and Tripartite stable at 15-16%
GER Tier II (05-06) taught by Bipartite(52%) attrition 21% & tripartite(47%) attrition 25%

How effectively does course accomplish primary purpose?

Correlation in grade in GER Tier II prerequisite and grade in subsequent criterion course
The smaller the correlation in the prerequisites grade and the subsequent criterion course grade the smaller the common variance. Natural Sciences had the highest proportion of common variance(5%-46%) for all courses in a category, as expected given discipline carryover and 2 semester sequences. Social Sciences had the next highest common variance(5%-33%) for its courses with prerequisites. Humanities was third in the proportion of common variance(0.4%-46.2%) for its courses with prerequisites which include 2 semester sequences. Fine Arts has the lowest aggregate common variance(1%-27%) for courses with prerequisites.

The project analyzed student evaluation of instructional effectiveness in GER courses over the five years. Students rated their instructional experience in such classes very high (almost too high given the proportion of attrition grades awarded over the years. Students reported spending 2-4 hours per week outside class. The GER course workload requirements was rated slightly lighter for Fine Arts courses, and Natural Sciences were rated as a heavier workload than other equal credit classes. They were slightly more likely to recommend Humanities and Social Sciences courses to another student.

The Tier III capstone courses were briefly examined because there was insufficient data to conduct a detailed analysis.

Tier III Course Fill Rates: 2 sec. Sum 05(61 enroll.), 8 sec. Fall 05(200 enroll.), 9 sec. Spr 06(234 enroll.)
Fall 05- Capacity

8 Sections of Tier III (232 seats): 1st Day(78%), end(88.8%), 2.6% drop, Final(86.2%)

Spring 06: 9 Sections of Tier III Final (79.3%).

Tier III course attrition by 06, 495 students had taken Tier III and 36 (7.3%)attrition. Substantially lower attrition than the other GER Tiers.

Tier III Course Prerequisites and Attrition:
Met GPA 2.81, Not Met GPA 2.71, Faculty Waiver GPA 3.09 no significant differences, so prerequisite or faculty waiver had no significant effect on grade or attrition. 91% successful (A,D,C,D) grades were obtained in Tier III, higher than other Tiers.

Attrition and repeats: Fall 2003, 12 attrition grades in Tier III, 8 chose not to repeat, the 4 who did repeat were successful on first attempt, similar success in other years.

Who Teaches the Tier III Course?
Proportion of bipartite to tripartite faculty instructing Tier III has fluctuated over the years. Bipartite faculty have slightly higher attrition rates than tripartite faculty.

UAA lacks important information to assess the fundamental mission question cited earlier about both outcome differences the course(s) makes as intended by the university and/or expected by the student. Outcome criteria consensus needs to be reached and strategies/resources developed to gather information that will inform UAA regarding this question. Once that is determined and UAA information gathered, efforts can be made to obtain comparator peer information as well.

DRAFT **Capstone Artifact assessment**

Insert electronic copy of Artifact or attach hardcopy

Student Artifact Grade: O A >90% O B 80-89% O C 70-79% O D 60-69% O F <60%

Capstone Outcomes Assessment

Integrative Capstone Courses must assess I. Knowledge Integration and two of the three other Capstone Course Outcomes (II, III, IV, V) specified in the course CCG.

I. Knowledge Integration:
The student artifact demonstrates both the ability to access, judge, and compare diverse fields of knowledge and to evaluate critically their own views in relation to these different fields of knowledge.

O strongly agree O agree O undecided O disagree O strongly disagree

II. Effective Communication:
A student artifact writing assignment demonstrates communication skills necessary to function professionally in the 21st century.

O strongly agree O agree O undecided O disagree O strongly disagree O NA

III. Critical Thinking:
The student artifact demonstrates the ability to think critically by defining issues clearly, identifying problems accurately, stating situations precisely; bringing to those problems, issues, and situations material of appropriate relevance, depth, and breadth; analyzing them logically; and conceptualizing reasoned solutions.

O strongly agree O agree O undecided O disagree O strongly disagree O NA

IV. Information Literacy:
The student artifact demonstrates the responsible, legal, and ethical uses of information, including demonstrating a thorough understanding of the issues surrounding plagiarism and the canons of academic honesty, and the ability to distinguish logical and appropriate uses of information from specious and fallacious uses of information in various media.

O strongly agree O agree O undecided O disagree O strongly disagree O NA

V. Quantitative Perspective:
The student artifact demonstrates the ability to perform (original) and/or to critique (published) studies using the scientific method or standardized statistical practice.

O strongly agree O agree O undecided O disagree O strongly disagree O NA

DRAFT **Capstone Artifact assessment**

Insert electronic copy of Artifact or attach hardcopy

Student Artifact Grade: O A >90% O B 80-89% O C 70-79% O D 60-69% O F <60%

Capstone Student Tier 1: Basic College-Level Skills Assessment

Integrative Capstone Courses require Tier 1 Basic College-Level Skills courses. The following questions are to evaluate student achievement of Tier 1 outcomes demonstrated by the student providing the attached artifact.

I. Tier 1 Oral Communication Skills:
The student was able to develop and implement effective and appropriate communication skills, including the ability to develop, organize, present, and critically evaluate messages; analyze audiences; and adapt to a variety of in-person communication settings.

O strongly agree O agree O undecided O disagree O strongly disagree O NA

II. Tier 1 Written Communication Skills Effective Communication:
The student was able to write analytically about print and non-print texts and to generate texts that engage their own perceptions while synthesizing the ideas of texts and scholars.

O strongly agree O agree O undecided O disagree O strongly disagree

The student was able to communicate effectively by selecting form and content that fits the situation; adhering to genre conventions; adapting their voice, tone, and level of formality to that situation; and controlling stylistic features such as sentence variety, syntax, grammar, usage, punctuation, and spelling.

O strongly agree O agree O undecided O disagree O strongly disagree O NA

III. Tier 1 Quantitative Skills:
The student was able to use algebraic, analytic and numeric skills to solve applied problems, to correctly explain their mathematical reasoning, and to analyze quantitative and qualitative data competently to reach sound conclusions.

O strongly agree O agree O undecided O disagree O strongly disagree O NA

DRAFT Capstone Student Basic Skill Exit assessment

Capstone Student Tier 1: Basic College-Level Skills Assessment

Integrative Capstone Courses require Tier 1 Basic College-Level Skills courses. The outcome for each Tier 1 category is listed followed by two questions
(1) Your self-assessment of the application of this Basic Skill required by this Tier 3: Integrative Capstone course, and
(2) Your self-assessment of your current Basic College-Level Skill competency.

I. Tier 1 Oral Communication Skills: Outcome
Students will be able to develop and implement effective and appropriate communication skills, including the ability to develop, organize, present, and critically evaluate messages; analyze audiences; and adapt to a variety of in-person communication settings.

This Tier 3: Integrative Capstone course required my application of this skill
O strongly agree O agree O undecided O disagree O strongly disagree O NA

My current ability to effectively communicate as described in the above outcome
O extremely proficient O proficient O competent O fair O poor

My improvement in ability to effectively communicate in comparison to my ability prior to completing the UAA General Education Requirements
O substantial improvement O moderate improvement O some improvement O no change

II. Tier 1 Written Communication Skills Effective Communication:
Students will be able to write analytically about print and non-print texts and to generate texts that engage their own perceptions while synthesizing the ideas of texts and scholars.

This Tier 3: Integrative Capstone course required my application of this skill
O strongly agree O agree O undecided O disagree O strongly disagree O NA

My current ability to effectively communicate as described in the above outcome
O extremely proficient O proficient O competent O fair O poor

My improvement in ability to effectively communicate in comparison to my ability prior to completing the UAA General Education Requirements
O substantial improvement O moderate improvement O some improvement O no change

III. Tier 1 Quantitative Skills:
Students will be able to use algebraic, analytic and numeric skills to solve applied problems, to correctly explain their mathematical reasoning, and to analyze quantitative and qualitative data competently to reach sound conclusions.

This Tier 3: Integrative Capstone course required my application of this skill
O strongly agree O agree O undecided O disagree O strongly disagree O NA

My current ability to use quantitative skills as described in the above outcome
O extremely proficient O proficient O competent O fair O poor

My improvement in ability to use quantitative skills in comparison to my ability prior to completing the UAA General Education Requirements
O substantial improvement O moderate improvement O some improvement O no change

Capstone experiences

A capstone experience, as the culmination of a program of study, can take many forms: a traditional scholarly paper, laboratory or field research, an individual or group project, a practicum. When designed to truly "cap" prior learning, the experience does not so much teach new material as allow students to review, make connections, and apply their knowledge to new problems or in new environments. Capstones are usually located in the major, but some institutions require them in general education (e.g., Portland State University) or design them to promote integration of general learning with more specialized knowledge. The value of the capstone experience can be heightened if the public is invited to witness students' work (e.g., through external evaluator review or presentation in a poster session open to the campus).

For assessment purposes, a program's faculty can collectively survey the work produced (or samples thereof), looking for evidence of the complex, integrated learning expected of all graduates. Taken as a whole, the year's "vintage" provides information about the program's strengths and weaknesses. A post-graduation retreat provides an ideal opportunity for the faculty to discuss findings and plan changes in curriculum, pedagogy, or other programmatic elements. If the capstone is used as a bookend together with a first-year experience, it can provide a longitudinal look at value-added learning over time.

Advantages

Capstone experiences

- can demonstrate cumulative learning, integration, and transferable intellectual skills;
- easily combine assessment of general and disciplinary learning;
- motivate students because they are directly linked to courses of study and often to future professions;
- provide an occasion for department-level collaborative discussion and interpretation;
- invite external comment and can serve to provide external validation.

Potential problems and their solutions

Capstone experiences

- may present difficulties in reaching all students of a cohort during their final semester, so plan fall and spring options and require capstones for graduation;
- may require an additional course, but this can be avoided by incorporating capstones into an existing senior requirement;
- may not take into account disciplinary differences, so allow multiple variations on a theme, possibly with a common set of principles;
- may require clarification of criteria as well as issues of confidentiality and aggregation to distinguish between the capstone's roles as a culmination of individual student work and as a vehicle for program assessment.

A CAMPUS EXAMPLE

Students at **Southern Illinois University Edwardsville** complete a senior assignment in the major meant to cap disciplinary as well as general education learning. Designed by department faculty to "make visible" the learning required for the degree—whether it occurs in the major program or in general education—the assignments are generally assessed using rubrics aligned with the desired outcomes that probe for several different kinds of evidence. Individual students receive feedback on their accomplishments while the data also serve at the program level to shape curricular and pedagogical improvements. The process of collectively designing and scoring senior assignments has improved the culture of faculty collaboration. For more information, see www.siue.edu/assessment.

A rubric used in assessing several general education outcomes in a disciplinary capstone experience

Source: The economics department at **California State University, Sacramento.** For more information, see www.csus.edu/acaf/Assessment/econasmt.htm.

Nature of the rubric: Both discipline-specific and general learning is assessed summatively in an assignment for senior economics majors. Three faculty members independently score the capstone project and their ratings are averaged.

Scores: The total score from each reader (which can range from five to fifteen points) results from assessment in five outcome areas, each worth a maximum of three points.

Possible adaptations:

- Use the rubric in self-assessments and peer and faculty assessments during the formative stages of the capstone project.
- Develop each of the five areas into an independent assessment to follow students' capabilities on the way to senior-level competence.

Assessment goals/ objectives	Score definition	Total points
Understand and apply economic concepts and theories	3. understands and applies economic concepts and theories in a clear and effective manner 2. describes economic concepts, but does not clearly understand or apply them 1. does not understand or apply economic concepts; is confused	
Think critically and solve problems	3. identifies question at hand, thinks critically and solves problems in an illuminating way 2. identifies question at hand, but fails to think critically and solve problems 1. does not identify questions at hand, and fails to think critically and solve problems	
Use mathematics and statistics to facilitate the understanding of economic data	3. cites and uses mathematics or statistics, and brings them to bear on the issue/topic at hand 2. cites and uses mathematics or statistics that are of limited value or cites but does not use 1. does not cite or use sufficient (or any) mathematics or statistics regarding the topic/issue	
Use computers and other technologies to access, retrieve, and analyze data	3. cites an appropriate data source, presents and engages the information, examines and assesses it 2. cites an appropriate primary data source, but merely repeats the information, does not analyze it 1. does not identify a primary data source, or cites an inappropriate source	
Communicate findings both orally and in writing	3. clearly communicates findings orally and stimulates interest and discussion from the audience; communicates findings in writing in a clear and stimulating manner 2. communicates findings orally, but fails to stimulate interest from the audience and/or communicates findings in writing in an unclear manner 1. fails to orally communicate findings in a meaningful way and/or fails to communicate findings in writing	