General Education Review Committee
Agenda

December 8, 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 November 17, 2006 (pg. 2-3)

IV. Chair’s Report

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)
   
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
General Education Review Committee
Summary

November 17, 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) 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 10, 2006 (pg. 2)

Approved

IV. Chair’s Report

Memo regarding handbook changes went out from Governance Office
Curriculum Handbook revised and online
Now need to approve templates and memos

V. Course Action Requests

None

VI. Old Business

A. GER CCG Updates

1. Template Memo to Chairs and Faculty
2. Completed GER Review Templates

Add “drafts for review” to top of documents

- Oral Communication (pg. 3-5)
- Quantitative Skills (pg. 6-8)

- Math requests that assessment artifacts is removed
- Only artifacts are tests
- Math will be looking at these and making changes
- List of individual test grades could be used as artifacts for outcomes assessment
- Will be a great deal of latitude for each seven categories regarding definition of assessment artifacts
- Provost stated that samples instead of full archive will be sufficient
Driven by internal university concerns, not accrediting concerns
- Not useful to program change or enrichment
- Accreditation does not require artifacts
- Need to capture evidence in what we are achieving
- Would be asking for something new
- Perhaps rephrase assessment artifacts to read “evidence of achievement of outcomes”
- Add description of intention for the column to the memo
- If we create a program that requires an occasional look at those samples, the department needs to have them readily available
- Send template to math and will get there revisions

- Written Communication- revised (9-11)
- Fine Arts- revised (pg. 12-14)
  - Oliver has reviewed this and we can send it out
- Humanities (pg. 15-19)
  - Patricia brought it back to department and they discussed it, more changes will come, but this one is good for now with the addition of may include number 8 in one or more of the categories
- Natural Sciences (pg. 20-22)
  - Natural Sciences looks ok to send out
  - Ben is the only one who has seen it
- Social Sciences (pg. 23-25)
  - Had no one from Social Science, so Ben worked on this
  - Ok to send out

Tom has given the ok
Committee has given him the ok
No opposition
Memos and templates will go out today or tomorrow
Tom will write memo for Provost to sign and distribute to deans

VII. New Business
A. Assessment (pg. 26-28)

VIII. Informational Items and Adjournment

Meeting Adjourned
This academic year, the General Education Review Committee (GERC) will begin reviewing GER courses based on the GER Category Descriptor outcomes developed by UAA faculty and published in the 2006-2007 UAA Catalog. The Curriculum Handbook now contains the following statement approved by the faculty senate on November 3, 2006.

The Committee shall: (with respect to course actions and reviews)
1) apply the current UAA catalog’s GER category descriptors and GER Student Outcomes as primary criteria for evaluating all GER courses for inclusion in specific categories of the General Education curriculum. Tier 3: Integrative Capstone courses have additional criteria.

To assist faculty in Social Sciences GER course revision and the GERC in review of new and existing Social Sciences GER courses, the GERC would like to have Chairs and faculty for courses in the GER Social Sciences category participate in developing a GER Social Sciences course Review Template, similar to the template currently used for review of the Tier 3: Integrative Capstone courses.

When completed, the Social Sciences GER review template should capture the essential category descriptor outcomes and preamble student outcomes that discipline experts agree are required for a GER course to match the UAA Catalog GER category descriptor and be included in the Social Sciences GER category.

To begin this process, the GERC and its GER category representative have prepared a two page draft of a GER Social Sciences course Review Template (see attachments). The first Introductory page includes the appropriate preamble student outcome, and category descriptor outcomes in bold. These were placed on the attached second page, a draft Template for Review of Social Sciences GER courses. After active discussion by the GERC, the “Evidence for Achievement of Outcome” box on the draft template was included to allow for assessment of the GERs through evidence of the achievement of student outcomes. How evidence for the achievement of GER course student outcomes would be determined and collected would vary depending on the GER category and discipline.

Similar draft GER category review templates are being distributed for the other GER categories. The target date for publication of the Social Sciences review templates on the GER website (http://www.uaa.alaska.edu/governance/ger/index.cfm) and its use for the review of GER Social Sciences courses is January 2007. Your participation in the review and revision of the attached draft template by the end of the Fall semester would be appreciated. Revised templates can be sent to Christine Tullius (aygov@uaa.alaska.edu) in the governance office by replying to this memo.
Thank you for your assistance. As faculty in GER Social Sciences disciplines revise their GER Course Content Guides please refer to the template and provide suggestions for its improvement. If you have any questions, please feel free to contact me (bcurtis@matsu.alaska.edu) or other members of the GERC (see GER website above).
Template for Review of Tier 2: Social Sciences GER Courses

GER STUDENT OUTCOMES (All GER courses should address one or more of these)
After completing the General Education Requirement, UAA students shall be able to:
1. Communicate effectively in a variety of contexts and formats.
2. Reason mathematically, and analyze quantitative and qualitative data competently to reach sound conclusions.
3. Relate knowledge to the historical context in which it developed and the human problems it addresses.
4. Interpret different systems of aesthetic representation and understand their historical and cultural contexts.
5. Investigate the complexity of human institutions and behavior to better understand interpersonal, group, and cultural dynamics.
6. Identify ways in which science has advanced the understanding of important natural processes.
7. Locate and use relevant information to make appropriate personal and professional decisions.
8. Adopt critical perspectives for understanding the forces of globalization and diversity; and
9. Integrate knowledge and employ skills gained to synthesize creative thinking, critical judgment, and personal experience in a meaningful and coherent manner.

Tier 2: Social Sciences Courses: (All Social Sciences GER courses should address one or more of these category descriptor outcomes in their Course Content Guides.)

Social Sciences (outside the major; from 2 different disciplines) 6 credits
The social sciences focus on the acquisition, analysis, and interpretation of empirical data relevant to the human experience. Disciplines differ in their focus on collective as opposed to individual behavior, biological as opposed to social or cultural factors, the present as opposed to the past, and quantitative as opposed to qualitative data. Students who complete a general education social sciences course should (1) be motivated to reflect on the workings of the society of which they are apart and should possess a broad perspective on the diversity of human behavior. They should be able to (2) distinguish between empirical and non-empirical truth claims. They should (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. They should (4) have an introductory knowledge of social science thinking which includes observation, empirical data analysis, theoretical models, quantitative reasoning, and application to social aspects of contemporary life. A student who has met the social science general education requirement is expected to be able to (5) demonstrate knowledge of social science approaches and to apply that knowledge in a particular content area.
Dear Ben (if I may),

Thank you for sending the social sciences GER course review template to departments for review, so that items written without suggestions from scholars in all disciplines may be improved. I hope that may be the case here.

You’ll want to change the first category descriptor outcome on your review template for GER courses in the social sciences to read “...of which they are a part...,” rather than “...apart,” correcting the diction error. (If I were writing the outcome, I’d also drop “Be motivated to” from the beginning of it, preferring actual reflection on the student’s part to mere motivation to reflect.)

In the fourth category descriptor outcome, I strongly suggest addition of qualitative analysis to the list of items comprising social science thinking, since without it, quantitative reasoning and other methods are often misapplied in social scientific research.

In the fifth GER preamble student outcome, I urge you to add “political” to the list of adjectives at the end, since social science thinking that omits this dimension is not really applicable to social science research in my field, i.e., political scientists do not accept that politics is included in interpersonal, group, and cultural dynamics but consider that it is something that encompasses but is distinct from these. If someone thinks it inappropriate to require that “political” dynamics be investigated in a social science course outside political science, then “and” might be changed to “or”; but, as it is written, the list better applies to a psychology or a sociology course than to a political science course, whereas it should be written to fit all social science disciplines. It might also be well to ask an economist whether the list is appropriate for an economics course or should have a similar addition better to encompass that field.

Finally, you may wish to change the fifth GER preamble student outcome to read “...better to understand...,” rather than “to better understand,” repairing the split infinitive.

I appreciate your consideration of these suggestions, or bringing them before the appropriate committee for review. It is important for us to get these templates right, so that we can fit disciplinary courses in the social sciences into a framework that is applicable to the full range of social science disciplines. If, as may be the case here, some of the recently adopted GER preamble student outcomes have to be revised slightly on better consideration, that too would be advisable. Please let me know the results of your deliberations on these points. With all best wishes,

Yours,

Jim Muller

James W. Muller
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fax +1 (907) 786-4647
e-mail afjwm@uaa.alaska.edu
Template for Review of Tier 2: Social Sciences GER Courses

GER STUDENT OUTCOMES (All GER courses should address one or more of these)
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1. Communicate effectively in a variety of contexts and formats.
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5. Investigate the complexity of human institutions and behavior to better understand interpersonal, group, political, economic, and/or cultural dynamics.
6. Identify ways in which science has advanced the understanding of important natural processes.
7. Locate and use relevant information to make appropriate personal and professional decisions.
8. Adopt critical perspectives to better understand the forces of globalization and diversity; and
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Draft for Review
Template for Review of Tier 2: Social Sciences GER Courses

<table>
<thead>
<tr>
<th>Course:</th>
<th>Crs. #</th>
<th>Date of Review:</th>
<th>Reviewer Name:</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>CAR</th>
<th>CCG date within 10 years</th>
<th>Course Description</th>
<th>Course Outline</th>
<th>Text &amp; Bibliography Current</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Student Outcomes At the completion of the course the student will be able to:</th>
<th>Outcome included In course</th>
<th>Outcome Assessed with Appropriate Tools</th>
<th>Evidence for Achievement of Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category Descriptor Outcomes</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>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.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Distinguish between empirical and non-empirical truth claims.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Demonstrate knowledge of social science approaches and to apply that knowledge in a particular content area.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.
Attached are suggestions for revising the two social science GER templates. Very fine thought has gone into the drafts sent for review and comment. Thanks and congratulations to the social sciences GER group for working on these documents.

The draft form for evaluating social science GER courses has two columns that I think need revision, which I offer in blue on the draft form/template.

Rationale for the revisions on the “review template”:

The second column on appropriate outcome assessment tool. There seems to me to be no need to evaluate whether each CCG has appropriate tools for assessing each outcome. A CCG should state how students will be graded/assessed (exams, research paper, term paper, class projects, etc.) and that is all that needs to be described on a CCG in relation to student outcomes assessment tools. All that the form needs to document is whether there are student evaluations (exams) and/or activities by students to be evaluated (term papers, class projects etc.) identified on the CCG: these are “appropriate assessment tools”. It should be assumed that any course that is taught, based on the CCG for that course, has a course syllabus that includes the agreed upon student outcomes for it and student evaluations/assessment tools that relate to the outcomes stated on the syllabus (found on the exams etc.). It seems much too controlling and limiting for a CCG to be required to indicate exactly what tool will be used to assess each and every student outcome (e.g., tools such as evaluating class discussions, exams, field projects, team projects, verbal reports, original research projects, library based research, powerpoint summaries, Internet searches, bringing relevant news clippings to class, course portfolios etc.).

The third column on “evidence of achievement of outcome” can be deleted. Student final grades evidence how well they achieve outcomes OVERALL. [Each outcome will probably not and should not be tested or evaluated on each and every class assignment or exam, but overall the various outcomes for the class would be evaluated by an instructor in assigning a course grade.] Faculty are not primarily the ones responsible for students achieving outcomes. That is primarily a student’s responsibility. Grades should reflect (i.e., should provide “evidence” for) how well students achieved the outcomes stated on the CCG.

Note: This third column outcomes assessment activity is an example of “social” activity which is the focus of a social science course. The outcomes state that students should be able to distinguish empirically based from non-empirically based truth claims about groups engaged in social activity (such as this exercise in how we construct/evaluate proposed GER course outcomes requirements and evaluations). The third column of this draft evaluation form as it currently is written seems to imply that someone can validly and reliably (empirically) document whether an outcome was achieved. That is not an empirically testable claim, based simply on examining a CCG. That is, the third column on this form seems to me to contradict fundamental aspects of social science “thinking” or “reasoning”. It does not model the kind of thinking we would require of students in social science GER courses. Or, do I not understand correctly what this column intends by “evidence of achievement of outcome”? We need to be critical of ourselves in this important academic task lest we fall victim to the potential absurdities encountered in what are called “Audit Cultures”. Outcomes assessment is a form of auditing. Audit Cultures are those which engage in obsessive efforts in order to monitor and control culture member activities; that is, auditing activity overwhelms more meaningful activities of the social group (in this instance, professional educators engaged in teaching). Audit Cultures assume that culture members cannot be trusted and therefore must be audited in ever more minute detail. Audit Cultures unintentionally promote lying (or data manipulation) among culture members required to engage in more and more meaningless auditing of their activities. This kind of auditing then devolves into symbolic/ritualistic activity rather than more functional/“rational” behavior that has ends to be achieved outside of the symbolic/ritual activity itself. It can end up with the group inventing ways to audit its auditing activities, and we approach reduction ad absurdum (endless audits of audits of auditing). I am not suggesting we have become an audit culture at UAA, but pointing out that we don’t want to become one, and asking if column 3 has objective, measurable criteria for completing the cells in the column.

[cf: Audit Cultures: Anthropological Studies in Accountability, Ethics and the Academy (European Association of Social Anthropologists) by Marilyn Strathern (Editor)]

Best,
Kerry
Kerry D. Feldman, Ph.D.
Professor, Anthropology
University of Alaska Anchorage
Template for Review of Tier 2: Social Sciences GER Courses

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1. Communicate effectively in a variety of contexts and formats.
2. Reason mathematically, and analyze quantitative and qualitative data competently to reach sound conclusions.
3. Relate knowledge to the historical context in which it developed and the human problems it addresses.
4. Interpret different systems of aesthetic representation and understand their historical and cultural contexts.

5. Investigate the complexity of human institutions and behavior to better understand interpersonal, group, and cultural dynamics.
6. Identify ways in which science has advanced the understanding of important natural processes.
7. Locate and use relevant information to make appropriate personal and professional decisions.
8. Adopt critical perspectives for understanding the forces of globalization and diversity; and
9. Integrate knowledge and employ skills gained to synthesize creative thinking, critical judgment, and personal experience in a meaningful and coherent manner.

Tier 2: Social Sciences Courses: (All Social Sciences GER courses should address one or more of these category descriptor outcomes in their Course Content Guides.)

Social Sciences (outside the major; from 2 different disciplines) 6 credits
The social sciences focus on the acquisition, analysis, and interpretation of empirical data relevant to the human experience. Disciplines differ in their focus on collective as opposed to individual behavior, biological as opposed to social or cultural factors, the present as opposed to the past, and quantitative as opposed to, as well as qualitative data. Students who successfully complete a general education social sciences course should (1) be motivated, able to reflect on critically evaluate the workings, structures, functions, variations in and complexities of the human society of which they are apart and should possess a broad perspective on the diversity of human behavior. They should be able to (2) distinguish between empirically and non-empirically-based truth claims statements related to social phenomena. They should (3) be aware of familiar with the limits of human objectivity and understand the rudiments of how ideas and claims about social phenomena may be tested and verified or rejected evaluated as probabilistically valid and reliable or not. They should (4) have an introductory knowledge of social science thinking reasoning which includes observation, empirical quantitative and qualitative data analysis, theoretical models, quantitative reasoning, and application how to apply this reasoning to past and present social aspects of contemporary life phenomena. A student who has met the social science general education requirement is expected to be able to (5) demonstrate knowledge of social science approaches and to apply that knowledge in a particular content area.
### Draft for Review

**Template for Review of Tier 2: Social Sciences GER Courses**

<table>
<thead>
<tr>
<th>Course:</th>
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<tbody>
<tr>
<td>CAR</td>
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</tr>
<tr>
<td><strong>Course Description</strong></td>
<td><strong>Course Outline</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>At the completion of the course the student will be able to:</th>
<th>Outcome Included in Course</th>
<th>Outcome Assessed (e.g., exams, other modes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category Descriptor Outcomes</td>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>1. Critically evaluate the structures, functions, variations in and complexities of human society,</td>
<td></td>
<td>delete</td>
<td>delete</td>
</tr>
<tr>
<td>2. Distinguish between empirical and non-empirically-based statements related to social phenomena,</td>
<td></td>
<td>delete</td>
<td>delete</td>
</tr>
<tr>
<td>3. Be familiar with the limits of human objectivity and understand how ideas and claims about social phenomena may be evaluated as probabilistically valid and reliable or not,</td>
<td></td>
<td>delete</td>
<td>delete</td>
</tr>
<tr>
<td>4. Demonstrate an introductory knowledge of social science reasoning which includes observation, <strong>qualitative and quantitative</strong> data analysis, theoretical models, and <strong>how to apply this reasoning to past and present</strong> social phenomena.</td>
<td></td>
<td>delete</td>
<td>delete</td>
</tr>
<tr>
<td>5. Demonstrate knowledge of social science approaches and to apply that knowledge in a particular content area.</td>
<td></td>
<td>delete</td>
<td>delete</td>
</tr>
</tbody>
</table>

**Appropriate numbered GER preamble Student Outcomes**

**Must Include:** 5. Investigate the complexity of human institutions and behavior to better understand interpersonal, group, and cultural dynamics.

**May include:** 8. Adopt critical perspectives for understanding the forces of globalization and diversity.

### Deleted:
- Be motivated to reflect on
- workings
- of which they are apart and possess a broad perspective on the diversity of human behavior
- truth claims
- aware of
- the rudiments of
- tested and verified or rejected
- thinking
- empirical
- quantitative reasoning
- application
- to
- aspects of contemporary life
Template for Review of Tier 1: Oral Communication Skills GER Courses

GER STUDENT OUTCOMES (All GER courses should address one or more of these)
After completing the General Education Requirement, UAA students shall be able to:
1. Communicate effectively in a variety of contexts and formats.
2. Reason mathematically, and analyze quantitative and qualitative data competently to reach sound conclusions.
3. Relate knowledge to the historical context in which it developed and the human problems it addresses.
4. Interpret different systems of aesthetic representation and understand their historical and cultural contexts.
5. Investigate the complexity of human institutions and behavior to better understand interpersonal, group, and cultural dynamics.
6. Identify ways in which science has advanced the understanding of important natural processes.
7. Locate and use relevant information to make appropriate personal and professional decisions.
8. Adopt critical perspectives for understanding the forces of globalization and diversity; and
9. Integrate knowledge and employ skills gained to synthesize creative thinking, critical judgment, and personal experience in a meaningful and coherent manner.

Tier 1: Oral Communication Skills Courses: (All Oral Communication Skills GER courses should address one or more of these category descriptor outcomes in their Course Content Guides.)

Oral Communication Skills 3 credits
Oral Communication skills courses increase the abilities of students to interact appropriately and effectively in a variety of contexts, including interpersonal, small group, and public speaking settings. In these courses, students develop both their message creation and message interpretation skills in order to be more successful communicators. In doing so, students develop an awareness of the role of communication in a variety of human relationships. Students develop and (1) 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.
### Draft for Review
Template for Review of Tier 1: Oral Communication Skills GER Courses

<table>
<thead>
<tr>
<th>Course:</th>
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<th>Reviewer Name:</th>
</tr>
</thead>
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For each of the below, check those components that have been reviewed and found to be acceptable on the submitted CAR/CCG.

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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:

<table>
<thead>
<tr>
<th>Category Descriptor Outcomes</th>
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<th>Outcome Assessed with Appropriate Tools</th>
<th>Evidence for Achievement of Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 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 communication settings.</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>2. Understand the dynamic nature of the communication process.</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

**Appropriate numbered GER preamble Student Outcomes**

**Must Include:**
1. Communicate effectively in a variety of contexts and formats.

**May include:**
7. Locate and use relevant information to make appropriate personal and professional decisions.
Template for Review of Tier 1: Written Communication Skills GER Courses

GER STUDENT OUTCOMES (All GER courses should address one or more of these)
After completing the General Education Requirement, UAA students shall be able to:
1. **Communicate effectively in a variety of contexts and formats.**
2. Reason mathematically, and analyze quantitative and qualitative data competently to reach sound conclusions.
3. Relate knowledge to the historical context in which it developed and the human problems it addresses.
4. Interpret different systems of aesthetic representation and understand their historical and cultural contexts.
5. Investigate the complexity of human institutions and behavior to better understand interpersonal, group, and cultural dynamics.
6. Identify ways in which science has advanced the understanding of important natural processes.
7. Locate and use relevant information to make appropriate personal and professional decisions.
8. Adopt critical perspectives for understanding the forces of globalization and diversity; and
9. Integrate knowledge and employ skills gained to synthesize creative thinking, critical judgment, and personal experience in a meaningful and coherent manner.

Tier 1: Written Communication Skills Courses: (All Written Communication Skills GER courses should address one or more of these category descriptor outcomes in their Course Content Guides.)

**Written Communication Skills**

6 credits

Written communication courses emphasize that writing is a recursive and frequently collaborative process of invention, drafting, and revising as well as a primary element of active learning in literate cultures. Students practice methods for establishing credibility, reasoning critically, and appealing to the emotions and values of their audience. They write for a variety of purposes and audiences by employing methods of rhetorical and cultural analysis. **They (1)develop the tools to read, think, and 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. Students (2)demonstrate their ability to communicate effectively by selecting form and content that fits the situation; (3)adhering to genre conventions; (4)adapting their voice, tone, and level of formality to that situation; and (5)controlling stylistic features such as sentence variety, syntax, grammar, usage, punctuation, and spelling.**
### Draft for Review

**Template for Review of Tier 1: Written Communication Skills GER Courses**

<table>
<thead>
<tr>
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CCG has Instructional goals and assessable student outcomes consistent with GER category descriptor and appropriate preamble student outcomes.

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<td>Category Descriptor Outcomes</td>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>1. Develop the tools to read, think, and 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.</td>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>2. Demonstrate their ability to communicate effectively by selecting form and content that fits the situation.</td>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>3. Demonstrate ability to adhere to genre conventions.</td>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>4. Demonstrate ability to adapt voice and tone and level of formality to the writing situation.</td>
<td></td>
<td>Yes</td>
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<td>Yes</td>
</tr>
<tr>
<td>5. Demonstrate ability to control stylistic features such as sentence variety, syntax, grammar, usage, punctuation, and spelling.</td>
<td></td>
<td>Yes</td>
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<td>Yes</td>
</tr>
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</table>

**Appropriate numbered GER preamble Student Outcomes**

**Must Include:** 1. Communicate effectively in a variety of contexts and formats.

**May include:**

7. Locate and use relevant information to make appropriate personal and professional decisions.
Template for Review of Tier 1: Quantitative Skills GER Courses

GER STUDENT OUTCOMES (All GER courses should address one or more of these)
After completing the General Education Requirement, UAA students shall be able to:
1. Communicate effectively in a variety of contexts and formats.
2. Reason mathematically, and analyze quantitative and qualitative data competently to reach sound conclusions.
3. Relate knowledge to the historical context in which it developed and the human problems it addresses.
4. Interpret different systems of aesthetic representation and understand their historical and cultural contexts.
5. Investigate the complexity of human institutions and behavior to better understand interpersonal, group, and cultural dynamics.
6. Identify ways in which science has advanced the understanding of important natural processes.
7. Locate and use relevant information to make appropriate personal and professional decisions.
8. Adopt critical perspectives for understanding the forces of globalization and diversity; and
9. Integrate knowledge and employ skills gained to synthesize creative thinking, critical judgment, and personal experience in a meaningful and coherent manner.

Tier 1: Quantitative Skills Courses: (All Quantitative Skills GER courses should address one or more of these category descriptor outcomes in their Course Content Guides.)

Quantitative Skills 3 credits
Quantitative skills courses increase the mathematical abilities of students in order to make them more adept and competent producers and wiser consumers of the mathematical, statistical and computational analyses which will dominate 21st century decision-making. In these courses, all baccalaureate students (1) develop their algebraic, analytic and numeric skills, use them to solve applied problems, and correctly explain their mathematical reasoning.
Draft for Review
Template for Review of Tier 1: Quantitative Skills GER Courses

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<td></td>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
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</tbody>
</table>

**Category Descriptor Outcomes**

1. Use algebraic, analytic and numeric skills to solve applied problems, and correctly explain their mathematical reasoning.

<table>
<thead>
<tr>
<th>Appropriate numbered GER preamble Student Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Must Include:</strong> 2. Reason mathematically, and analyze quantitative and qualitative data competently to reach sound conclusions.</td>
</tr>
</tbody>
</table>

**May include:**
GER STUDENT OUTCOMES (All GER courses should address one or more of these)
After completing the General Education Requirement, UAA students shall be able to:
1. Communicate effectively in a variety of contexts and formats.
2. Reason mathematically, and analyze quantitative and qualitative data competently to reach sound conclusions.
3. Relate knowledge to the historical context in which it developed and the human problems it addresses.
4. Interpret different systems of aesthetic representation and understand their historical and cultural contexts.
5. Investigate the complexity of human institutions and behavior to better understand interpersonal, group, and cultural dynamics.
6. Identify ways in which science has advanced the understanding of important natural processes.
7. Locate and use relevant information to make appropriate personal and professional decisions.
8. Adopt critical perspectives for understanding the forces of globalization and diversity; and
9. Integrate knowledge and employ skills gained to synthesize creative thinking, critical judgment, and personal experience in a meaningful and coherent manner.

Tier 2: Fine Arts Courses: (All Fine Arts GER courses should address one or more of these category descriptor outcomes in their Course Content Guides.)

Fine Arts 3 credits
The Fine Arts (visual and performing arts) focus on the historical, aesthetic, critical, and creative approaches to understanding the context and production of art as academic and creative disciplines as opposed to those that emphasize acquisition of skills. Students who complete the Fine Arts requirement should be able to (1) identify and describe works of art by reference to media employed, historical context and style, and structural principles of design and composition. They should be able to (2) interpret the meaning or intent of works of art and assess their stylistic and cultural importance by reference to their historical significance, their relationship to earlier works and artists and their overall impact on subsequent artistic work.
### Draft for Review

**Template for Review of Tier 2: Fine Arts GER Courses**

<table>
<thead>
<tr>
<th>Course:</th>
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<tr>
<th>Student Outcomes</th>
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</thead>
<tbody>
<tr>
<td>Category Descriptor Outcomes</td>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>1. Identify and describe works of art by reference to media employed, historical context and style, and structural principles of design and composition.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Interpret the meaning or intent of works of art and assess their stylistic and cultural importance by reference to their historical significance, their relationship to earlier works and artists and their overall impact on subsequent artistic work.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Appropriate numbered GER preamble Student Outcomes

**Must Include:** 4. Interpret different systems of aesthetic representation and understand their historical and cultural contexts.

**May include:** 3. Relate knowledge to the historical context in which it developed and the human problems it addresses.
Template for Review of Tier 2: Humanities GER Courses

GER STUDENT OUTCOMES (All GER courses should address one or more of these)
After completing the General Education Requirement, UAA students shall be able to:
1. Communicate effectively in a variety of contexts and formats.
2. Reason mathematically, and analyze quantitative and qualitative data competently to reach sound conclusions.
3. Relate knowledge to the historical context in which it developed and the human problems it addresses.
4. Interpret different systems of aesthetic representation and understand their historical and cultural contexts.
5. Investigate the complexity of human institutions and behavior to better understand interpersonal, group, and cultural dynamics.
6. Identify ways in which science has advanced the understanding of important natural processes.
7. Locate and use relevant information to make appropriate personal and professional decisions.
8. Adopt critical perspectives for understanding the forces of globalization and diversity; and
9. Integrate knowledge and employ skills gained to synthesize creative thinking, critical judgment, and personal experience in a meaningful and coherent manner.

Tier 2: Humanities Courses: (All Humanities GER courses should address one or more of these category descriptor outcomes in their Course Content Guides.)

**Humanities** (outside the major) 6 credits
The humanities examine the characteristic of reality, the purpose of human existence, the properties of knowledge, and the qualities of sound reasoning, eloquent communication, and creative expression. They study the problems of right conduct in personal, social, and political life. They also consider the qualities of the divine, the sacred, and the mysterious. In these tasks the humanities reflect upon the world’s heritage of the arts, history, languages, literature, religion, and philosophy. Students who complete a **content-oriented course** in the humanities should be able to (1) identify texts or objects, to place them in the historical context of the discipline, (2) to articulate the central problems they address, and to provide reasoned assessments of their significance. Students who complete a skills-oriented humanities **course in logic** should be able to (1) identify the premises and conclusions of brief written arguments, to evaluate their soundness or cogency, and to recognize common fallacies. They should also be able to (2) use a formal technique to determine the validity of simple deductive arguments and to (3) evaluate the adequacy of evidence according to appropriate inductive standards. Students who complete a skill-oriented humanities **course in a language** should (1) demonstrate proficiency in listening, speaking, reading and writing, and (2) demonstrate cultural knowledge of topics addressed.
### Draft for Review

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

<table>
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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:

<table>
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<tr>
<th>Category Descriptor Outcomes for Content-oriented courses</th>
<th>Outcome included In course</th>
<th>Outcome Assessed with Appropriate Tools</th>
<th>Evidence for Achievement of Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>1. Identify texts or objects and place them in the historical context of the discipline.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Identify texts or objects, articulate the central problems they address, and provide reasoned assessments of their significance.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Discipline-Specific Outcomes for History courses?**

**Discipline-Specific Outcomes for Philosophy courses?**

**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 for understanding the forces of globalization and diversity.
### Draft for Review

**Template for Review of Tier 2: Humanities-Languages GER Courses**

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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:

<table>
<thead>
<tr>
<th>Category Descriptors Outcomes for Language courses</th>
<th>Outcome included In course</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate proficiency in listening, speaking, reading, and writing in the target language at the appropriate elementary or intermediate level.</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>2. Demonstrate cultural knowledge of topics addressed.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 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:**

- 8. Adopt critical perspectives for understanding the forces of globalization and diversity.
# Draft for Review

## Template for Review of Tier 2: Humanities-Logic GER Courses

<table>
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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:

<table>
<thead>
<tr>
<th>Category Descriptor</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

1. Identify the premises and conclusions of brief written arguments, to evaluate their soundness or cogency, and to recognize common fallacies.

2. Use a formal technique to determine the validity of simple deductive arguments.

3. Evaluate the adequacy of evidence according to appropriate inductive standards.

<table>
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**Must Include:** 3. Relate knowledge to the historical context in which it developed and the human problems it addresses.

**May include:**
Template for Review of Tier 2: Natural Sciences GER Courses

GER STUDENT OUTCOMES (All GER courses should address one or more of these)
After completing the General Education Requirement, UAA students shall be able to:
1. Communicate effectively in a variety of contexts and formats.
2. Reason mathematically, and analyze quantitative and qualitative data competently to reach sound conclusions.
3. Relate knowledge to the historical context in which it developed and the human problems it addresses.
4. Interpret different systems of aesthetic representation and understand their historical and cultural contexts.
5. Investigate the complexity of human institutions and behavior to better understand interpersonal, group, and cultural dynamics.
6. Identify ways in which science has advanced the understanding of important natural processes.
7. Locate and use relevant information to make appropriate personal and professional decisions.
8. Adopt critical perspectives for understanding the forces of globalization and diversity; and
9. Integrate knowledge and employ skills gained to synthesize creative thinking, critical judgment, and personal experience in a meaningful and coherent manner.

Tier 2: Natural Sciences Courses: (All Natural Sciences GER courses should address one or more of these category descriptor outcomes in their Course Content Guides.)

Natural Sciences (must include a laboratory course) 7 credits
The natural sciences focus on gaining an understanding of the matter, events and processes that form and sustain our universe. Methods of scientific inquiry are diverse, but all aim to formulate general principles that explain observations and predict future events or behaviors within their disciplines.
Laboratory courses illustrate how scientists develop, test, and challenge scientific theories, providing an appreciation for the process and problems involved in the advancement of scientific knowledge.

Students completing their natural sciences requirement will be able to (1) apply the scientific method by formulating questions or problems, proposing hypothetical answers or solutions, testing those hypotheses, and reaching supportable conclusions. They will also (2) demonstrate an understanding of the fundamentals of one or more scientific disciplines, (3) a knowledge of the discoveries and advances made within that discipline and the impact of scientific information in sculpting thought and in providing the foundations for the technology in use at various times in history.

Students completing the laboratory class will (1) demonstrate the ability to work with the tools and in the settings encountered by professionals in the discipline, (2) will critically observe materials, events or processes, and will accurately record and analyze their observations.
# Draft for Review

**Template for Review of Tier 2: Natural Sciences GER Courses**

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### Category Descriptor Outcomes for Lecture courses

1. Apply the scientific method through formulating hypotheses, proposing testable predictions, and then testing to reach supportable conclusions.

2. Demonstrate an understanding of the fundamentals of the courses’ scientific discipline.

3. Demonstrate a knowledge of the discipline’s discoveries and advances that have impacted thought and technology throughout history.

### Category Descriptor Outcomes for Lab courses

1. Demonstrate the ability to work with the tools and in settings of the discipline.

2. Critically observe events or processes and accurately record and analyze observations.

### Appropriate numbered GER preamble Student Outcomes

**Must Include:**

6. Identify ways in which science has advanced the understanding of important natural processes.

**May include:**

7. Locate and use relevant information to make appropriate personal and professional decisions.

2. Reason mathematically, and analyze quantitative and qualitative data competently to reach sound conclusions.
To: Deans and Directors
From: Mike Driscoll
        Provost
Subject: Update of GER courses

UAA is proceeding with revisions of the General Education Requirements for baccalaureate degrees at UAA that were outlined and approved by the Faculty Senate in December of 2003. Efforts in recent years have been focused on creation of the Integrative Capstone category, creation of Capstone courses and refining GER policy and catalog copy regarding the preamble and degree program requirements. Last year descriptors of each GER category (Oral Communication, Written Communication, Quantitative Skills, Humanities, Fine Arts, Social Science and Natural Science) were accepted by the faculty. These descriptors each include student learning outcomes and appear in the UAA Catalog for 2006-07.

At this time courses meeting general education requirements in any tier or category must be reviewed to ensure that course goals and outcomes align appropriately with the GER preamble outcomes and with category descriptors that were recently accepted.

The faculty GER Committee has prepared changes in the Curriculum Handbook criteria for the review of GER courses, including their ongoing review on a cycle that does not exceed ten years. These changes were approved by the Faculty Senate at their meeting on November 3, 2006. The committee has since announced these changes to the faculty, and has distributed guidance and templates for evaluating alignment of course outcomes in each GER category. Templates are being reviewed in the disciplines. With their acceptance the review of GER courses can commence in the first weeks of 2007.

The intention is to have all courses that are currently listed in the GER menu, under any tier or category, reviewed and accepted through the governance process by the end of the 2006-07 academic year. There are slightly fewer than 120 courses that should be reviewed and, with a couple of exceptions, the number of GER courses in each department is small enough to allow timely completion of this task without imposing an excessive burden on the faculty.

Members of the GER Committee and the UAB have shown great initiative and dedication in leading the university through this process. They continue to be our best resource for answering content or process questions. The Office of Academic Affairs also pledges to support all efforts to complete this important work. Please make the necessary assignments in your colleges and assist your faculties in completing this task by the established deadline. After you have spoken with your department chairs please inform Tom Miller of any assistance that you need and provide this office with an estimated completion date.

Thank you.

CC: Ben Curtis, Chair of GER Committee
    Mary Howard, Registrar
    Caedmon Liburd, Chair of UAB
    Tom Miller, Assistant Provost

Attach: Memo from GER Committee and Template example
Patty

It is my understanding that we are going to attempt to update all of the GERs this year since all have to show that they align with the new descriptors in the catalog. A template has been drafted to make it easier to document the congruency and if there is no CCG change needed I think that the submitted template could satisfy the update requirement – and allow us to enter a new date of acceptance. The template only part has not been formally declared by the committee, so we’ll have to ask for their determination on that.

Tom

Tom and Ben,

It’s a good thing I asked, but now I am confused. Does this mean that every single GER course has to be updated immediately, regardless of its prior approval date?

The following is what we understood our task to be and what we have relayed to faculty:

All GER courses must be reviewed on a 10 year cycle. Looking ahead to our accreditation visit in 2010, we need to update now all GER courses that would be 10 years old at that time. This means that all GER courses dated prior to 2000 need to be updated this year. In following years, we should continue to update GERs so that they are never older than 10 years.

Our departments are working on that task – i.e. updating GERs that are dated prior to 2000. Our understanding has been that what was required was a CAR and an updated CCG (not other curriculum forms). Our understanding has been that the various templates were information to the faculty concerning how their courses would be reviewed by the GER committee. In other words, we understood the template to be a document that would actually be used by the GER committee in its review, not that it was a new curriculum document to be submitted by faculty. It is fair for faculty to understand how their work will be reviewed, but since the form says “Reviewer’s Name” in the heading, we did not understand that it was something faculty themselves were to complete.

For CAS, this is a massive undertaking – there are about 150 GER courses in the college, not counting Integrative Capstones, and over 100 will need to be updated. If every GER course has to be addressed, then that adds about another 50 courses.

It appears that our understanding of the task may be incorrect. It would be helpful if you could confirm what GER courses must be addressed this year (all GER courses or just outdated courses) and what documents are required. We will make every effort to comply, although my sense is that this is a very large number of courses to address in Spring semester (since this semester is nearly over) and the project will inevitably trail over into next year.

If the GER committee has not yet made decisions about the process, I ask that the committee consider confining this year’s request to updating old courses (approval older than 2000), with the understanding that those courses will be reviewed for compliance with the new GER descriptions in the catalog. Further, it is a reasonable expectation that from now on we should track the currency of courses to make sure that none is older than 10 years and that each time a course is updated it should be reviewed against the catalog description of GER courses in its category. But this would allow us to delay about 30% of our GERs (those with approval dates of 2000 or later) until after this year, when hopefully they could be updated and reviewed on a more manageable cycle.

Thank you for clarifying these issues.

Patty Linton
# GER COURSE LIST
WITH IMPLEMENTATION DATES

As of 9-20-06

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**TIER 1: BASIC COLLEGE-LEVEL SKILLS**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Implementation Date</th>
<th>Most Recent Approval by OAA</th>
<th>Most Current CCG</th>
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<tbody>
<tr>
<td>COMM A237</td>
<td>Interpersonal Communication</td>
<td>Fall 1998</td>
<td>1998</td>
<td>1996</td>
</tr>
<tr>
<td>COMM A241</td>
<td>Public Speaking</td>
<td>Fall 1998</td>
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**2. Quantitative Skills**

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**TIER 2: DISCIPLINARY AREAS**

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As of 9-20-06

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**REVISED REQUESTED BY OAA FOR COURSES IN BOLD**
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### WITH IMPLEMENTATION DATES

**As of 9-20-06**

**REVISION REQUESTED BY OAA FOR COURSES IN BOLD**

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SPAN A202 Intermediate Spanish II | Fall 1989 | 1991
THR A311 Representative Plays I | Fall 1988 | 1992
THR A312 Representative Plays II | Fall 1988 | 1992
THR A411 History of the Theatre I | Fall 1988 | 1992
THR A412 History of the Theatre II | Fall 1988 | 1992

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7. Social Sciences (outside the major; from two different disciplines)

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<td>Introduction to Anthropology</td>
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## GER COURSE LIST

### WITH IMPLEMENTATION DATES

**As of 9-20-06**

**REVISION REQUESTED BY OAA FOR COURSES IN BOLD**

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<td>Political Sociology</td>
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<td>Introduction to Gerontology: Multidisciplinary Approach</td>
<td>Fall 2006</td>
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<td>Small and Rural Communities</td>
<td>Fall 1988</td>
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<td>Cultural Diversity and Community Services</td>
<td>Fall 2001</td>
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### TIER 3: INTEGRATIVE CAPSTONE

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<td>Senior Seminar</td>
<td>Fall 2006</td>
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<td>Human Genome</td>
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<td>Management Information Systems</td>
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<td>Seminar in Economic Research</td>
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<td>Social Work Practice IV</td>
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<td>Capstone Project</td>
<td>Fall 2006</td>
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* stacked with HIST A641, which has no CCG/syllabus only
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
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  How Full is the Course(s)?
  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)?
  What is Relationship between Course(s) Attributes and Attrition?
  Who Teaches the Course(s)?
  What does it Cost to Offer the Course(s)?
  How Effectively does Course(s) Accomplish its Primary Purpose?
  How Successful are Students meeting their Academic Expectations?
  How do Findings Compare with UAA Comparative Peers?

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  How Full is the Course(s)?
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)?

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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 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 < 0.0001)
  - 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
- \[ \text{CAS} +10\% \text{ sections}, +21\% \text{ enrollment,} +8\% \text{ FTEF} \]
- \[ \text{CTC} +14\% \text{ sections}, +29\% \text{ enrollment,} +14\% \text{ FTEF} \]

**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+)

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.
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
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
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.siu.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.

<table>
<thead>
<tr>
<th>Assessment goals/ objectives</th>
<th>Score definition</th>
<th>Total points</th>
</tr>
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</table>
| 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 |              |