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

II. Approval of the Agenda (pg. 1)
III. Approval of Meeting Summary for December 15, 2006 (pg. 2-3)

IV. Chair’s Report

V. Course Action Requests

Chg PSY A111 General Psychology (3 cr) (3+0)
No revisions received

Chg PSY A150 Lifespan Development (3 cr) (3+0)
No revisions received

Add PHIL A400 Ethics, Community, and Society (3 cr) (3+0) (pg. 4-12)

VI. Old Business
A. GER CCG Updates
   1. Approval of GER Review Templates (pg. 13-28)

VII. New Business
A. Review of GER Topic Paper: Annotated Executive Summary (pg. 29-42)
B. Capstone Assessment (pg. 43-47)

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

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

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

IV. Chair’s Report
- Sent revised social science template to Kerry Feldman and Jim Muller
- Sent revised template out to all Social Science faculty
- Did not indicate that we may not be using all templates to approve course
- Next year, when we publish them, may want to send a memo saying they are
  published and stating that they will only be used for GER, and whether all templates
  will be used if there are several outcomes
- Assistant Provost made general announcement to Deans about what has been
  occurring
- No negative feedback from faculty, would like to have templates approved today

V. Course Action Requests
Chg PSY A111 General Psychology (3 cr) (3+0) (pg. 4-8)
Chg PSY A150 Lifespan Development (3 cr) (3+0) (pg. 9-14)
PSY A11 and A150 are withdrawn/ Revisions will be resubmitted to GER in January

VI. Old Business
A. GER CCG Updates
   1. Revisions and Comments regarding GER Review Templates
      - Social Sciences (pg. 15)
      - Humanities content-oriented (pg. 16)
      After GER approves templates, they will be taken to UAB and then be sent
to Faculty Senate as an informational item in UAB report.

VII. New Business
A. Review of GER Topic Paper: Annotated Executive Summary (pg. 17-30)
B. Capstone Assessment (pg. 31-35)

VIII. Informational Items and Adjournment

Meeting Adjourned
MEMORANDUM

DATE: December 1, 2006

TO: GER Sub-committee

FROM: Tom Buller, Chair
       Department of Philosophy

RE: Integrative Capstone Course PHIL A400 Justification

The Philosophy department would like to propose, PHIL A400, “Ethics, Community, and Society” as its Capstone course. The course is an integrated study of selected topics of a global ethical issue and the interests and responsibilities of individuals, communities and societies. The course satisfies all of the criteria for a capstone course. This course includes knowledge integration of GER Basic College-Level skills (Tier 1) and/or Disciplinary Areas (Tier 2) as part of its design. It focuses on practice, study, and critical evaluation, and includes in its student outcomes an emphasis on the evolving realities of the 21st century. Students completing this Integrative Capstone requirement will demonstrate the ability to integrate knowledge by accessing, judging and comparing knowledge gained from diverse fields and by critically evaluating their own views in relation to those fields.

In particular, and reflecting the requirements for an Integrative Capstone course as per the Curriculum Handbook, this course will emphasize the following. Students will be able to:

a. Investigate the complexity of human institutions and behavior to better understand interpersonal, group, and cultural dynamics.

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

c. Adopt critical perspectives for understanding the forces of globalization and diversity.

d. Integrate knowledge and employ skills gained to synthesize creative thinking, critical judgment, and personal experience in a meaningful and coherent manner.
## Curriculum Action Request

**University of Alaska Anchorage**

Proposal to Initiate, Add, Change, or Delete a Course or Program of Study

### 1. School or College
- AS CAS

### 2. Course Prefix
- PHIL

### 3. Course Number
- A400

### 4. Previous Course Prefix & Number
- NA

### 5. Credits/CEU
- 3

### 6. Complete Course/Program Title
- Ethics, Community, and Society

### 7. Type of Course
- **X** Academic  [ ] Non-credit  [ ] CEU  [ ] Professional Development

### 8. Type of Action
- **X** Add  [ ] Change  [ ] Delete

### 9. Repeat Status No

### 10. Grading Basis
- **X** A-F  [ ] P/NP  [ ] NG

### 11. Implementation Date
- From: Fall/2007  To: 9999

### 12. Cross Listed with
- [ ] Stack

### 13. List any programs or college requirements that require this course
- UAA listserve

### 14. Coordinate with Affected Units
- CAS Departments, Nursing, WWAMI

### 15. General Education Requirement
- [ ] Oral Communication  [ ] Written Communication  [ ] Quantitative Skills  [ ] Humanities
- [ ] Fine Arts  [ ] Social Sciences  [ ] Natural Sciences  [ ] Integrative Capstone

### 16. Course Description
- An integrated study of a selected topic on a global ethical issue and the interests and responsibilities of individuals, communities and societies. Topics may vary from semester to semester.

### 17. Course Prerequisite(s)
- PHIL A301

### 18. Mark if course has fees

### 19. Justification for Action
- The department is adding Philosophy A400 as its GER Capstone.

---

**Initiator (faculty only)**

**Date**

**Approved**

**Disapproved**

**Dean/Director of School/College**

**Date**

**Approved**

**Disapproved**

**Department Chairperson**

**Date**

**Approved**

**Disapproved**

**Undergraduate or Graduate Academic Board Chairperson**

**Date**

**Approved**

**Disapproved**

**Provost or Designee**

**Date**
COURSE CONTENT GUIDE

I. Date of course initiation August 27, 2007

II.  
   A. College: College of Arts and Sciences  
   B. Course Subject: Philosophy  
   C. Course Number: PHIL A400  
   D. 3 credits/3 lecture hours per week  
   E. Course Program: CAS Bachelor of Arts  
   F. Course Title: Ethics, Community, and Society  
   G. Grading Basis: A-F  
   H. Course Description: An integrated study of selected topics on a global ethical issue and the interests and responsibilities of individuals, communities and societies. Topics may vary from semester to semester.  
   I. Prerequisites: PHIL A301  
       Registration Restriction: Completion of GER Tier 1 (Basic College-Level Skills); junior standing (at least 60 credit hours).  
   J. Course Fee: No.

III. Instructional Goals and Student Outcomes  
    Instructional Goals. The instructor will:  
    • Provide techniques and methodologies for critical thinking in ethical reasoning.  
    • Draw connections and integrate content with other disciplines, particularly biology, environmental science, psychology, political science, law and medicine.  
    • Provide learning opportunities for effective communication and engaged learning.

    Student Outcomes. Students will be able:  
    • To analyze and critically evaluate diverse ethical perspectives regarding a global ethical issue.
• To demonstrate an in-depth knowledge of a global ethical issue and its multidisciplinary perspectives.
• To articulate orally and in writing the major issues and arguments pertaining to a global ethical issue in an informed and engaged way.

IV. Guidelines for Evaluation:
Evaluation procedures are at the discretion of the faculty member teaching the course; however, evaluation will include, but not be limited to, case studies, group work, service learning projects, class reports, Blackboard discussion groups, and written work.

V. Course Level Justification:
The course satisfies all of the criteria for a capstone course. This course includes knowledge integration of GER Basic College-Level skills (Tier 1) and Disciplinary Areas (Tier 2) as part of its design. It focuses on practice, study, and critical evaluation, and includes in its student outcomes an emphasis on the evolving realities of the 21st century. Students completing this Integrative Capstone requirement will demonstrate the ability to integrate knowledge by accessing, judging and comparing knowledge gained from diverse fields and by critically evaluating their own views in relation to those fields.

In particular, and reflecting the requirements for an Integrative Capstone course as per the Curriculum Handbook, this course will emphasize the following. Students will be able to:

a. Investigate the complexity of human institutions and behavior to better understand interpersonal, group, and cultural dynamics.
b. Locate and use relevant information to make appropriate personal and professional decisions.
c. Adopt critical perspectives for understanding the forces of globalization and diversity.
d. Integrate knowledge and employ skills gained to synthesize creative thinking, critical judgment, and personal experience in a meaningful and coherent manner.
VI. Sample Course Outline: Sample Topic

Health and Human Rights

Outline:

1. Human Rights and Public Health
   a. Conceptions of Rights
   b. Biomedical and Public Health Models

2. The impact of health policies and programs on human rights
   a. Individual and Public Health
   b. Entitlements and Commodities

3. The impact on health from human rights violations
   a. Case Studies:
      i. Bosnia
      ii. Rwanda
      iii. Darfur
      iv. Zimbabwe

4. Medicine and human rights
   a. A right to health care?
   b. Justice and allocating health care resources
   c. The role of medicine in promoting human rights
   d. The responsibilities of providers
      i. Capital punishment
      ii. Torture and Detention
      iii. Testimony and Neutrality

5. Women’s Rights and Reproductive Issues
   a. Poverty and Abuse
   b. Culture and Control
   c. Abortion
   d. HIV/AIDS
   e. Gender and the Law

6. Human Rights, Biotechnology and Enhancement
   a. Clones, Genes and Immorality
   b. Privacy and Information
   c. Future generations

7. Health and Human Rights in Times of Terror
   a. Liberty and Protection
   b. Quarantine and Triage
8. Mental Health and Human Rights
   a. Treatment and Enhancement
   b. “Better than Well”
   c. Promoting mental health
   d. Societal causes and community involvement in mental illness.

9. Health Research
   a. Clinical Trials
      i. Subjects and Participants
      ii. Risks and Benefits
      iii. Precautionary Principle
      iv. The “Double-Standard”

Suggested Texts

Bibliography
Curriculum Coordination Form

Notification Date: November 20, 2006

Initiating unit: Philosophy

Affected unit(s): CAS departments, Nursing, WWAMI

Course Prefix and Number: PHIL 400   Previous Prefix and Number:

Complete Course/Program Title: Ethics, Community, and Society

Previous Course/Program Title:

Description of Action: GER Capstone course addition

Supporting documentation of the proposal is attached.

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

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

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

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

Note: Acknowledgement of coordination does not mean approval, it is only meant to verify that coordination has occurred.
Program/Course Title: PHIL A400 “Ethics, Community, and Society.”

1. Please identify the library liaison consulted in preparation of this proposal.

   Name: Juli Braund-Allen

   To see who your library liaison is at:
   UAA go to: http://www.lib.uaa.alaska.edu/webgroup/liaison.php3
   Kenai Peninsula College go to: http://www.uaa.alaska.edu/kenai/KPC%20Library%20Webpage/frameset.html
   Kodiak College go to: http://www.koc.alaska.edu/library/default.html
   Mat-Su College go to: http://www.matsu.alaska.edu/library/library_staff.htm

2. Please list any new library and information recommended to support the proposal.


   3. Perspective on Health and Human Rights, Sofia Gruskin, Routledge 2005

Initiator signature
Resource Implication Form

1. School/College CAS

2. Program/Course Philosophy/ Ethics, Community, and Society

3. Course Prefix PHIL

4. Course Number A400

5. Implementation Date November 20, 2006

6. Type of Action and Category
   - Course addition
   - Course change
   - Program addition
   - Program change

7. Consequences of Actions and Costs: Check all appropriate categories and provide an explanation of how it will be funded and by whom.
   - part-time faculty $ 
   - new full-time faculty $ 
   - reassignment of full-time faculty $ 
   - additional class/lab space $ 
   - modification of class/lab space $ 
   - additional library resources $ 
   - additional computer equipment $ 
   - other costs $ 

8. Explanation: PHIL A400 is being added as the Philosophy Department's GER Capstone course. The course is an addition to the department's regular course offerings.

Approved

Disapproved

Department Chair

Date

Approved

Disapproved

Dean/Director of School/College

Date

Approved

Disapproved

Provost

Date
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 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.
## Template for Review of Tier 1: Oral Communication Skills GER Courses

For each of the boxes 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.

**Student Outcomes** At the completion of the course the student will be able to:

<table>
<thead>
<tr>
<th>Category Descriptor Outcomes</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>1. Understand the dynamic process of human communication.</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>2. Understand the different contexts of communication – interpersonal, small group, and public speaking.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Choose appropriate communications skills for the audience and situation.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Develop, organize, and present messages orally in interpersonal, group, and/or public speaking situations.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Develop an understanding of message creation and message interpretation.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Critically evaluate verbal and nonverbal messages.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>7. Understand the nature of language in the communication process.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>8. Understand how to analyze audiences.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>9. Understand how to adapt communication skills for a variety of face-to-face communication situations and settings.</td>
<td></td>
<td></td>
<td></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.

*For institutional GER review
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.
Template for Review of Tier 1: Quantitative Skills GER Courses

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

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</table>

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:

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<th>Outcome Assessed with Appropriate Tools</th>
<th>Evidence for Achievement of Outcome*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Use algebraic, analytic and numeric skills to solve applied problems, and correctly explain their mathematical reasoning.</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Appropriate numbered GER preamble Student Outcomes**

**Must Include:** 2. Reason mathematically, and analyze quantitative and qualitative data competently to reach sound conclusions.

*For institutional GER review*
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.
Template for Review of Tier 1: Written Communication Skills GER Courses

<table>
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<tr>
<th>Course:</th>
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</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</th>
<th>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></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></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Demonstrate their ability to communicate effectively by selecting form and content that fits the situation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Demonstrate ability to adhere to genre conventions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Demonstrate ability to adapt voice and tone and level of formality to the writing situation.</td>
<td></td>
<td></td>
<td></td>
<td></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></td>
<td></td>
<td></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.

*For institutional GER review
Template for Review of Tier 2: Fine Arts 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: 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.
### Template for Review of Tier 2: Fine Arts GER Courses

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

For each of the boxes 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.

#### Student Outcomes At the completion of the course the student will be able to:

<table>
<thead>
<tr>
<th>Category Descriptor Outcomes</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>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>Yes</td>
<td>No</td>
<td>Yes</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>Yes</td>
<td>No</td>
<td>In Development</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.

*For institutional GER review*
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.
# Template for Review of Tier 2: Humanities- Content-Oriented GER Courses

<table>
<thead>
<tr>
<th>Course:</th>
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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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<tr>
<th>Student Outcomes</th>
<th>At the completion of the course the student will be able to:</th>
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<th>Outcome Assessed with Appropriate Tools</th>
<th>Evidence for Achievement of Outcome*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category Descriptor Outcomes for Content-oriented courses</td>
<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>
<td></td>
</tr>
<tr>
<td>2. Identify texts or objects, articulate the central problems they address, and provide reasoned assessments of their significance.</td>
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</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**: 4. Interpret different systems of aesthetic representation and understand their historical and cultural contexts.

8. Adopt critical perspectives to better understand the forces of globalization and diversity.

*For institutional GER review*
# Template for Review of Tier 2: Humanities-Logic GER Courses

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</thead>
<tbody>
<tr>
<td>Category Descriptor Outcomes for Logic courses</td>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>1. Identify the premises and conclusions of brief written arguments, to evaluate their soundness or cogency, and to recognize common fallacies.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Use a formal technique to determine the validity of simple deductive arguments.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Evaluate the adequacy of evidence according to appropriate inductive standards.</td>
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</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.

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

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<tr>
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**Student Outcomes**
**At the completion of the course the student will be able to:**

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<tr>
<th>Category Descriptor</th>
<th>Outcomes for Language courses</th>
<th>Outcome Included in Course</th>
<th>Outcome Assessed with Appropriate Tools</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
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</table>

1. Demonstrate proficiency in listening, speaking, reading, and writing in the target language at the appropriate elementary or intermediate level.
2. Demonstrate cultural knowledge of topics addressed.

**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 to better understand the forces of globalization and diversity.

*For institutional GER review*
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.
## Template for Review of Tier 2: Natural Sciences GER Courses

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### Student Outcomes

At the completion of the course the student will be able to:

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<tr>
<td></td>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>1.</td>
<td>Apply the scientific method through formulating hypotheses, proposing testable predictions, and then testing to reach supportable conclusions.</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>2.</td>
<td>Demonstrate an understanding of the fundamentals of the courses’ scientific discipline.</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>3.</td>
<td>Demonstrate a knowledge of the discipline’s discoveries and advances that have impacted thought and technology throughout history.</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
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</table>

### 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.

*For institutional GER review
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, 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
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 able to reflect on the workings of the society of which they are a part 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, qualitative analysis, 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.
### Template for Review of Tier 2: Social Sciences GER Courses

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<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>
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<tr>
<td>2. Distinguish between empirical and non-empirical truth claims.</td>
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<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>
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<td></td>
</tr>
<tr>
<td>4. Demonstrate an introductory knowledge of social science thinking which includes observation, empirical data analysis, theoretical models, <a href="#">qualitative analysis</a>, quantitative reasoning, and application to social aspects of contemporary life.</td>
<td></td>
<td></td>
<td></td>
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</tr>
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<td>5. Demonstrate knowledge of social science approaches and apply that knowledge in a particular content area.</td>
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**Appropriate numbered GER preamble Student Outcomes**

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

**May include:** 8. Adopt critical perspectives to better understand the forces of globalization and diversity.

*For institutional GER review

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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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  Who Teaches the Course(s)?
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Tier II Data Tables

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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)?

Tier III Data Tables

Appendix
EXECUTIVE SUMMARY: Italics by B. Curtis from full report

Data sets from Summer 2000 to Spring 2006

This Topic Paper is one of eight in a series to examine the impact of eight curriculum components in support of UAA’s instructional mission. Its two-fold purpose is to (1) provide a comprehensive 5-year retrospective look at the component to construct context and trends, and (2) provide some insight into the fundamental mission-related question: “To what extent does completing a course(s) make the difference intended by the university and/or expected by the student?”

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

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

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

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

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

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

Written Communication had the largest growth in the Tier I curriculum from 02-06 (+25% enrollment, +15% sections, +15% faculty). Oral Communication experienced growth but was the least productive of the three areas when comparing enrollment increase to proportion of instructional faculty effort growth to serve them (+5% enrollment, +8% sections, +8% faculty). Quantitative Skills courses were the most
economically productive (+11% enrollment, -2% sections, -1% faculty). Note: These statements do not in any way imply or equate instructional quality with economic productivity. ((UAA entire curriculum +10% enrollment, +6% sections, +9% faculty)

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

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

About 26% of the (headcount) and 18% of Tier I enrollment takes place during first year of college. By second year the percentages are 42% and 37% respectively. That means 58% of the headcount and 63% of the Tier I enrollment occurs AFTER the student has reached upper-division status base on cumulative credit hours already earned. 

Enrollment (headcount)

Oral Communication: 1st year 19%(28%), 2nd year 19%(15%), 3rd year 21%(22%), 4th year 21%(18%), 5th year 20%(17%).
Written Communication: 1st year 17%(27%), 2nd year 19%(15%), 3rd year 21%(19%), 4th year 22%(19%), 5th year 21%(20%).
Quantitative Skills: 1st year 20%(21%), 2nd year 20%(20%), 3rd year 20%(18%), 4th year 20%(20%), 5th year 20%(21%)

The project examines the GER hours students took with them when they transferred out of UAA to another college or university. It also looks at selected student characteristics and their GER attrition rates.

Attrition: any grade symbol that hinders student from making progress toward his/her educational goal: F, W(withdrawal), NP(not pass), Audit. Success Grades facilitate progress: A, B, C, D, and P, while Stasis grades are neutral (Audit Deferred Incomplete). A larger proportion of a greater number of students are successfully completing their Tier I coursework in AY06 (76%) than in AY02 (73%). Oral: 06(85%) 02(84%), Quantitative: 06(65%) 02(59%), Written: 06(78%) 02(75%).

02-06 Tier I: 19% increase in “Failure” grades and 17% increase in Withdrawals. During that time attrition rates remained constant (22%) and proportion of stasis grades dropped to 1.7%. Within that, however, course attrition overall was 11-14% in Oral Communication courses, 29-33% in Quantitative Skills, and 19% in Written Communications. In 06 Tier I 22% attrition: 13% Oral, 20% English(ENGL 111 23% & other ENGL 17%), 33% Quantitative.
**Who takes Course?**

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

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

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

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

**Written Communication:**
- 31.8% **MET:** mean GPA 2.74
  - 83% successful grade, 2% stasis, 14% attrition grade
- 0.9% **Not Met:** mean GPA 2.22 *(P = 0.002)*
  - 71% successful grade, 4% stasis, 24% attrition grade
- 67.3% **Faculty Waiver:** mean GPA 2.44 *(P < 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 signific. Difference weekday vs weekend Written Comm. Attrition: Higher weekend(26.2%) than weekday(17.8%)

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

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

It also determined the proportion of students who started with a full-time course load and ended up with a part-time load based on attrition rate in GER courses. 63% were part time and 37% were full time. Of all these 74% were able to complete entire load and 26% had attrition.
The project looked for different performance in GER courses taught by regular vs. adjunct faculty and also difference by academic rank along with bipartitie-tripartite status. There were some statistically significant differences between them. 

*All UAA courses attrition 15-16%. Ranked faculty had higher attrition rates (17-18%) vs adjuncts (14%). For GER Tier I Ranked faculty attrition 22-25% vs adjuncts 20%.*

*Attrition rate for GER Tier I*

- **Oral:** Prof(12.1%), Assoc.(17.1%), Asst.(20.4%), Instruc.(8.9%), Adjunct(14.1%)
- **Quant:** Prof(37.0%), Assoc.(39.8%), Asst.(34.2%), Adjunct(30.3%)
- **Written:** Prof(15.0%), Assoc.(18.7%), Asst.(20.5%), Instruc.(18.4%), Adjunct(20.6%)

*Attrition rate all courses Bipartite from 19% in 01-02 to 17% and Tripartite stable at 15-16%*

*GER Tier I mostly taught by Bipartite(96%) attrition 24% & tripartite(4%) attrition 32%*

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

*How effectively does course accomplish purpose?*

*Correlation in grade in GER Tier I prerequisite and grade in subsequent criterion course*

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

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

*Tier II* 14% of all UAA sections, 25-26% of enrollment, 29-30% of all SCH, taught by 18% of Faculty.

02-06 Tier II +9% total sections, +20% SCH, +9% FTEF faculty
- CAS +10% sections, +21% enrollment, +8% FTEF
- CTC +14% sections, +29% enrollment, +14% FTEF

06 Tier II 14% sections, 25% enrollment, 17% FTEF faculty
06 Anchorage 27% enrollment, 17% FTEF faculty

*Tier II*
- Fine Arts: 8% enrollment, 8% SCH, 6% of Tier II faculty
  - 02-06: +18% in sections, enrollment +31%, +18% faculty
- Humanities: 31% enrollment, 39% of Tier II faculty
  - 02-06: -6% in sections, enrollment +5%, -7% faculty (FTEF)
- Natural Sciences: 29% enrollment, 25% of Tier II faculty
  - 02-06: +22% sections, enrollment +26%, +27% faculty
- Social Sciences: 32% enrollment 30% Tier II faculty
  - 02-06: +16% sections, enrollment +23%, +16% faculty

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

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

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

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

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

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

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

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

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

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

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

*Students that Met prerequisite vs Not Met and Met vs Faculty Waiver*

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

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

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

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

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

Social Sciences courses repeats took more times to be successful and tried more times unsuccessfully than other Tier II. The majority of students who repeated Tier II successfully did so on their first attempt.
Course Attributes and Attrition: Tier II 24% of total UAA enrollment
*Significant differences 05-06 in attrition
Time of Day: highest in morning, less in afternoon, and lowest in evening classes
Fine Arts: Morn(17.5%), aft(12.6%)*, evening(15%), missing(24%)
Humanities: Morn(21.6%), aft(18.2%)*, evening(18.5%)*, missing(20.7%)
Natural Sciences: Morn(23.4%), aft(24.1%)*, evening(19.9%)*, missing(22%)
Social Sciences: Morn(21.4%), aft(20.4%), evening(17.9%)*, missing(27.6%)

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

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

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

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

Who Teaches the course? Attrition Rate
All UAA courses attrition 15-16%. Ranked faculty had higher attrition rates (17-18%) vs adjuncts (14%). For GER Tier II Ranked faculty attrition 20-22% vs adjuncts 18-20%.

Attrition rate for GER Tier II 05-06
Fine Arts: Prof(21.7%), Assoc.(30.4%), Asst.(14.9%), Instruc.(7.1%), Adjunct(15.2%)
Humanities: Prof(22.1%), Assoc.(25.2%), Asst.(22.8%), Inst.(16.8%), Adjunct(19.7%)
Nat.Sci.:Prof(28.6%), Assoc.(17.8%), Asst.(16.2%), Instruc.(26.7%), Adjunct(24.1%)
Social Sci.:Prof(26.3%), Assoc.(20.9%), Asst.(23.6%), Instruc.(18.4%), Adjunct(18.8%)
General hierarchy in last two years has shifted to Assoc>Prof>Asst>Instructor

Attrition rate all courses Bipartite from 19% in 01-02 to 17% and Tripartite stable at 15-16%
GER Tier II (05-06) taught by Bipartite(52%) attrition 21% & tripartite(47%) attrition 25%
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
Capstone Student Tier 1: Basic College-Level Skills Assessment

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Advantages

Capstone experiences

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

Potential Problems and Their Solutions

Capstone experiences

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

A CAMPUS EXAMPLE

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