

Background on Assessment of General Education

General Process

The linchpin of the Comprehensive Plan is the Assessment of General Education. This is an annual activity occurring with a rotating set of three professional schools, and one area within the College. This activity is faculty-intensive, involving approximately 60 faculty each year, from across the university. It is an opportunity for intellectual discourse between faculty and individual students, involving up to 120 students each year. The interviews are structured to ascertain each student's level of attainment of the Goals of General Education.

Current 3-Year Cycle

The professional schools and areas within the College are scheduled for assessment as follows:

2002	2003	2004
Engineering	Education	Arch and Urban Design
Journalism	Fine Arts	Business
Social Welfare	Pharmacy	Humanities
Social Sciences	Natural Sci and Math	

Determining Goal Attainment

The responsibility for determining the goals and objectives of general education and the means of achieving those goals is spread among the various professional schools and the College of Liberal Arts and Sciences. Each professional school and the College require some course work in the humanities, natural sciences, and social sciences. However, each professional school and the College has its own general education requirements for graduation that specify how general education credits are to be distributed among these areas, and in some cases specify actual courses to be taken.

To achieve a common set of general education goals, the University Assessment Committee polled the College and individual schools during the Fall of 1989 to compile a comprehensive list. From this input the committee developed a set of goals for the purpose of general education assessment recognizing that the emphasis of particular goals may vary by academic unit. The original Goals of General Education were revised in 2000, as part of a formal evaluation of the process.