

The Assessment of General Education is an annual activity occurring with a rotating set of three professional schools, and one area within the College. It involves individual interviews between students and teams of three faculty, to ascertain students' attainment of the Goals of General Education.

GOALS OF GENERAL EDUCATION

1. Enhance the skills and knowledge needed to research, organize, evaluate, and apply new information and develop a spirit of critical inquiry and intellectual integrity.
2. Acquire knowledge in the fine arts, the humanities, and the social, natural, and mathematical sciences and be able to integrate that knowledge across disciplines.
3. Improve the core skills of reading, writing, and numeracy, and enhance communication by clear, effective use of language.
4. Understand and appreciate the development, culture, and diversity of the United States and of other societies and nations.
5. Become aware of contemporary issues in society, technology, and the natural world and appreciate their complexity of cause and consequences.
6. Practice an ethic of self-discipline, social responsibility, and citizenship on a local, national, and international level.

ATTAINMENT OF THE GOALS OF GENERAL EDUCATION

Both faculty and students rated students' attainment on each of the six Goals of General Education. Students made judgments about their own level of goal attainment based on experience, and faculty based their judgments on answers to interview questions specifically designed to measure each goal.

Ratings were based on a 5-point scale:

- 1 – little or no attainment
- 2 – below average attainment
- 3 – average attainment
- 4 – above average attainment
- 5 – outstanding attainment

The 2002 results are based on interviews from students in the Social Sciences, and Engineering (including Architectural Engineering), Journalism, and Social Welfare.

The 2003 results are based on interviews from students in the Natural Sciences and Mathematics, Education, Fine Arts, and Pharmacy.

2003 student and faculty ratings are consistent with 2002 findings. In both 2002 and 2003 --

- **Students rated themselves HIGHEST on the goals 1 and 3, pertaining to academic skills:**
 - Improve the core skills of reading, writing, and numeracy, and enhance communication by clear, effective use of language (mean rating: 4.02 in 2002, 3.87 in 2003).
 - Enhance the skills and knowledge needed to research, organize, evaluate, and apply new information and develop a spirit of critical inquiry and intellectual integrity (mean rating: 3.98 in 2002, 3.86 in 2003).
- **Faculty rated students HIGHEST on goal 6, pertaining to social responsibility:**
 - Practice an ethic of self-discipline, social responsibility, and citizenship on a local, national, and international level (mean rating: 3.79 in 2002, 3.72 in 2003).
- **Students rate themselves LOWEST on goal 4, pertaining to cultural awareness:**
 - Understand and appreciate the development, culture, and diversity of the United States and of other societies and nations. (ranked 6th out of the 6 goals in 2002 and 2003).
- **Faculty rate students LOWEST on goals 1 and 2, pertaining to academic skills:**
 - Enhance the skills and knowledge needed to research, organize, evaluate, and apply new information and develop a spirit of critical inquiry and intellectual integrity (ranked 5th out of the 6 goals in 2002 and 2003).
 - Acquire knowledge in the fine arts, the humanities, and the social, natural, and mathematical sciences, and be able to integrate that knowledge across disciplines. (ranked 6th out of the 6 goals in 2002 and 2003).

GOAL ATTAINMENT SURVEY

Students rated the importance of 35 institutional goals and KU's success in meeting those goals.

Ratings were based on a 10-point scale:

- 1 – least important (least successful) through
- 10 – most important (most successful)

Goals rated as most important, and those KU is rated most successful in meeting, were consistent from 2002 to 2003.

- **Students rated the following institutional goals MOST IMPORTANT:**
 - To prepare students to succeed in a first job after graduation (mean rating: 9.30 in 2002, 9.26 in 2003).
 - To teach students to think critically and to integrate knowledge (mean rating: 9.27 in 2002, 9.23 in 2003).
- **Students rated KU MOST SUCCESSFUL in meeting the following institutional goals:**
 - To provide students an in-depth understanding of at least one specialized area of knowledge (mean rating: 8.48 in 2002, 8.33 in 2003).
 - To maintain a varied program of extracurricular activities for students (mean rating: 8.26 in 2002, 8.25 in 2003).

Goals rated as least important and those KU is rated as least successful in meeting varied from 2002 to 2003.

- **The goal students rated as LEAST IMPORTANT, they also rated KU as LEAST SUCCESSFUL in meeting:**
 - In 2002:
 - To teach students about the relationship between the physical environment and society (mean importance rating: 7.09; mean success rating: 6.28).
 - In 2003:
 - To teach students to read and write in a second language (mean importance rating: 6.66; mean success rating: 5.98).

The GREATEST DISCREPANCY between rated importance and rated success varied from 2002 to 2003.

- In 2002:
 - To prepare students to succeed in a first job after graduation (mean difference: 2.05).
- In 2003:
 - To assist students in making academic decisions (mean difference: 1.98).