

**Assessment of General Education
University of Kansas**

**CLA&S Natural Sciences, Education, Fine Arts, and Pharmacy
2003 and 2007**

Executive Summary

Background

The Assessment of General Education is an annual activity occurring with a rotating set of three professional schools and one area within the College of Liberal Arts and Sciences. It involves assessing students' attainment of 6 Goals of General Education by both faculty through individual interviews between students and teams of three faculty members and student self-evaluations. Moreover, students rate 35 institutional goals on their level of organizational importance and the degree of success KU has achieved in accomplishing the goals.

2003 and 2007 interviews were conducted with students in the College of Liberal Arts and Sciences, Division of Natural Sciences and the Schools of Education, Fine Arts, and Pharmacy.

GOALS OF GENERAL EDUCATION

- 1. Critical Inquiry**
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. Integrate Knowledge**
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. Core Skills**
Improve the core skills of reading, writing, and numeracy, and enhance communication by clear, effective use of language.
- 4. Appreciate Diversity**
Understand and appreciate the development, culture, and diversity of the United States and of other societies and nations.
- 5. Contemporary Issues**
Become aware of contemporary issues in society, technology, and the natural world and appreciate their complexity of cause and consequences.
- 6. Social Responsibility**
Practice an ethic of self-discipline, social responsibility, and citizenship on a local, national, and international level.

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Goal Rating Scale:

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

The 6 goals of general education can be grouped on two separate emphases:

- **Academic Goals**
Goals 1 – 3 pertain to the acquisition of specific academic skills, knowledge, and the ability to integrate that knowledge across disciplines.
- **Social Framework Goals**
Goals 4 – 6 pertain to the development of social awareness, an understanding and appreciation of the complexities of society, and sense of social responsibility.

Trends over Time in Faculty and Student Ratings

Attainment of 6 General Education Goals

Overall, students have consistently rated themselves as more proficient on the goals than have faculty. Mean ratings across 6 goals by school:

CLA&S Natural Sciences		
	Faculty	Students
2003	3.79	3.81
2007	3.59	3.76

Education		
	Faculty	Students
2003	3.45	3.76
2007	3.27	3.73

Fine Arts		
	Faculty	Students
2003	3.65	3.74
2007	3.55	3.78

Pharmacy		
	Faculty	Students
2003	3.27	3.66
2007	3.34	3.75

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Attainment of 6 General Education Goals (continued)

Highest-Rated Goals

The majority of the highest-rated faculty goals are those with a social emphasis, while the majority of students' highest-rated are those with an academic emphasis.

	Faculty	Students
CLA&S Natural Sciences		
2003	Awareness of Contemporary Issues (3.93)	Critical Inquiry (4.00)
2007	Core Skills (3.77)	Critical Inquiry (4.02)
Education		
2003	Social Responsibility (3.77)	Core Skills (4.06)
2007	Social Responsibility (3.46)	Core Skills & Social Responsibility (3.90)
Fine Arts		
2003	Social Responsibility (3.81)	Integrate Knowledge (4.00)
2007	Appreciate Diversity (3.73)	Integrate Knowledge (4.21)
Pharmacy		
2003	Core Skills (3.46)	Critical Inquiry & Core Skills (3.85)
2007	Core Skills (3.64)	Critical Inquiry (4.08)

Lowest-Rated Goals

The majority of the lowest-rated faculty goals are those with an academic emphasis, while the majority of students' lowest-rated are those with a social emphasis.

	Faculty	Students
CLA&S Natural Sciences		
2003	Integrate Knowledge (3.51)	Appreciate Diversity (3.63)
2007	Critical Inquiry (3.47)	Appreciate Diversity (3.52)
Education		
2003	Integrate Knowledge (3.16)	Integrate Knowledge & Appreciate Diversity (3.65)
2007	Awareness of Contemporary Issues (3.08)	Awareness of Contemporary Issues (3.47)
Fine Arts		
2003	Critical Inquiry (3.42)	Awareness of Contemporary Issues (3.44)
2007	Critical Inquiry (3.42)	Awareness of Contemporary Issues (3.32)
Pharmacy		
2003	Integrate Knowledge (2.97)	Appreciate Diversity (3.31)
2007	Integrate Knowledge (2.99)	Appreciate Diversity (3.38)

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Attainment of 6 General Education Goals (continued)

Greatest Convergence/Divergence between Faculty and Student Goal Ratings¹

In general, the greatest convergence between faculty and student ratings occurred on the goals emphasizing a social framework. The greatest divergence occurred on the academic goals.

	Greatest Convergence	Greatest Divergence
CLA&S Natural Sciences		
2003	Core Skills (-.02)	Integrate Knowledge (-.35)
2007	Awareness of Contemporary Issues (.01)	Critical Inquiry (-.55)
Education		
2003	Appreciate Diversity (.03)	Core Skills (-.50)
2007	Integrate Knowledge & Appreciate Diversity (-.33)	Critical Inquiry (-.69)
Fine Arts		
2003	Core Skills (.00)	Critical Inquiry (-.57)
2007	Awareness of Contemporary Issues (.11)	Integrate Knowledge (-.65)
Pharmacy		
2003	Appreciate Diversity (-.25)	Integrate Knowledge (-.49)
2007	Core Skills (-.11)	Integrate Knowledge (-.64)

¹A negative number indicates that students rated themselves higher on the goal than did faculty.

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Institutional Goal Attainment Survey

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

Rating Scale: 1- Least important/Least successful ----- 10- Most important/Most successful

Trends in the Institutional Goal Attainment Ratings—*Most/Least Important and Most/Least Successful Institutional Goals*

The goals mainly identified as **most important** involve preparing students for future activities, while KU is most often credited with being **most successful** in providing students an in-depth understanding of at least one specialized area of knowledge and maintaining a varied program of extracurricular activities. The most commonly rated **least important** goals are teaching students a second language and encouraging artistic expression. KU is most commonly rated as being **least successful** in teaching students a second language.

	Most Important	Least Important	Most Successful	Least Successful
CLA&S Natural Sciences				
2003	Prepare students to read, speak, and write correctly (9.15)	Encourage expression through the arts (6.74)	Maintain extracurricular programs (8.67)	Deepen awareness/appreciation of the arts (5.48)
2007	Prepare students for graduate/ professional school (9.47)	Encourage expression through the arts (6.43)	Maintain extracurricular programs (8.83)	Encourage expression through the arts (6.03)
Education				
2003	Prepare students for jobs (9.60)	Teach a second language (6.58)	Opportunities for adults over 25 to earn degrees (8.59)	Teach a second language (5.61)
2007	Prepare students for jobs (9.10)	Teach a second language (5.90)	Provide physical fitness programs and facilities (8.53)	Teach a second language (4.10)
Fine Arts				
2003	Teach students to think critically and integrate knowledge (9.15)	Teach a second language (6.23)	Impart knowledge in a specialized area (8.19)	Teach a second language (5.68)
2007	Stimulate intellectual curiosity and innovative thinking (9.39)	Teach a second language (6.57)	Impart knowledge in a specialized area (8.71)	Teach a second language (5.46)
Pharmacy				
2003	Prepare students for jobs (9.50)	Encourage expression through the arts (6.23)	Impart knowledge in a specialized area (8.81)	Deepen knowledge of both social/political systems & non-Western cultures (6.04)
2007	Prepare students for jobs (9.42)	Encourage expression through the arts (6.29)	Maintain extracurricular programs (8.75)	Teach about relationship between physical environment and society (6.04)

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Institutional Goal Attainment Survey

Trends in the Institutional Goal Attainment Ratings (continued)—Greatest Convergence/Divergence between rated importance and rated success²

The goals with the greatest convergence between rated importance and rated success are maintaining extracurricular programs for students and providing opportunity for adults 25+ to earn degrees. The goal with the greatest divergence between rated importance and rated success is assisting students in making academic decisions.

	Greatest Convergence	Greatest Divergence
CLA&S Natural Sciences		
2003	Provide knowledge of Western culture (-.33)	Provide an environment of diversity (2.41)
2007	Provide opportunity for adults 25+ to earn degrees (.04)	Hold students to rigorous academic standards (2.13)
Education		
2003	Provide opportunity for adults 25+ to earn degrees (.15)	Provide physical fitness programs and facilities (2.03)
2007	Provide physical fitness programs and facilities & Maintain extracurricular programs (.00)	Assist in making academic decisions (1.83)
Fine Arts		
2003	Maintain extracurricular programs (.00)	Assist in making academic decisions (2.58)
2007	Teach basic math concepts (.15)	Hold students to rigorous academic standards (2.21)
Pharmacy		
2003	Teach a second language (.15), Teach about physical environment and society (.15), & Deepen awareness of the arts (-.15)	Assist in making academic decisions (1.81)
2007	Maintain positive campus climate (-.04)	Prepare to succeed in first job (1.71)

²A positive number indicates that the goal was perceived as more important than was KU's rated attainment of it.