

**Assessment of General Education
University of Kansas**

**CLAS Humanities -- Architecture and Urban Planning -- Business
2004 and 2008**

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 through the independent assessment by both the students, and also the faculty via individual interviews between students and teams of three faculty members.

In addition to having both students and faculty rate goal attainment, students also rate 35 institutional goals on their level of organizational importance and the degree of success KU has achieved in accomplishing the goals.

2008 interviews were conducted with students in the College of Liberal Arts and Sciences, Division of Humanities and the Schools of Business and Architecture and Urban Planning. Students from the same disciplines were also interviewed in 2004, allowing a comparative analysis between years.

The 6 goals listed below, group conceptually into two distinctive sets: **academic** and **social framework**.

GOALS OF GENERAL EDUCATION

ACADEMIC

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.

SOCIAL FRAMEWORK

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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Executive Summary

Background cont'd

Trends over Time in Faculty and Student Ratings

Comparative Differences Between Student and Faculty Ratings

Both students and faculty used the following rating scale to assess goal attainment:

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

Overall, students largely rated themselves as more proficient on the goals than did faculty, which has been a consistent trend over time, irrespective of academic discipline.

Mean ratings across 6 goals by discipline:

CLA&S Humanities		
	Faculty	Students
2004	3.73	4.15
2008	3.96	3.94

Business		
	Faculty	Students
2004	3.29	3.91
2008	3.51	3.75

Architecture and Urban Planning		
	Faculty	Students
2004	3.59	3.84
2008	3.65	3.79

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University of Kansas**

**CLAS Humanities -- Architecture and Urban Planning -- Business
2004 and 2008**

Executive Summary

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 Humanities		
2004	Social Responsibility (3.99)	Core Skills (4.48)
2008	Core Skills (4.14)	Core Skills (4.20)
Business		
2004	Core Skills (3.55)	Core Skills (4.07)
2008	Social Responsibility (3.70)	Core Skills (4.13)
Architecture and Urban Planning		
2004	Social Responsibility (3.83)	Critical Inquiry (4.14)
2008	Contemporary Issues (3.80)	Critical Inquiry, Integrate Knowledge, & Social Responsibility (3.93)

Lowest-Rated Goals

The majority of the lowest-rated faculty goals are those with an academic emphasis, while the students' lowest-rated goals represent a mix between the two sets of goals.

	Faculty	Students
CLA&S Humanities		
2004	Critical Inquiry (3.43)	Contemporary Issues (3.92)
2008	Integrate Knowledge (3.79)	Contemporary Issues (3.63)
Business		
2004	Integrate Knowledge (2.97)	Integrate Knowledge (3.74)
2008	Integrate Knowledge (3.19)	Integrate Knowledge (3.30)
Architecture and Urban Planning		
2004	Integrate Knowledge (3.41)	Core Skills (3.62)
2008	Integrate Knowledge (3.53)	Core Skills & Appreciate Diversity (3.55)

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University of Kansas**

**CLAS Humanities -- Architecture and Urban Planning -- Business
2004 and 2008**

Executive Summary

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 Humanities		
2004	Social Responsibility (-.05)	Critical Inquiry (-.77)
2008	Integrate Knowledge (-.01)	Critical Inquiry (-.34)
Business		
2004	Social Responsibility (-.44)	Critical Inquiry (-.83)
2008	Integrate Knowledge & Appreciate Diversity (-.11 and .11, respectively)	Core Skills (-.44)
Architecture and Urban Planning		
2004	Social Responsibility (.01)	Critical Inquiry (-.62)
2008	Awareness of Contemporary Issues (-.03)	Integrate Knowledge (-.40)

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

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Executive Summary

Institutional Goal Attainment Survey

Students evaluated KU by rating 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 enabling students to participate in study abroad and providing physical fitness programs and facilities. 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 Humanities				
2004	Stimulate intellectual curiosity and intellectual thinking & Teach students to think critically and integrate knowledge (9.68)	Teach students to understand and apply basic math (7.52)	Provide physical fitness programs and facilities (8.92)	Teach students basic computer competence (5.92)
2008	Teach students to think critically and integrate knowledge (9.40)	Teach students basic computer competence (6.83)	Maintain extracurricular programs (8.67)	Encourage expression through the arts (5.03)
Business				
2004	Prepare students for jobs (9.43)	Encourage expression through the arts (5.54)	Provide physical fitness programs and facilities (8.64)	Deepen knowledge of social and political systems (5.39)
2008	Prepare students for jobs (9.50)	Deepen awareness/appreciation of the arts (6.30)	Enable students to participate in study abroad (9.33)	Deepen knowledge of Non-Western cultures (6.07)
Architecture and Urban Planning				
2004	Teach students to think critically and integrate knowledge (9.59)	Teach a second language (6.59)	Enable students to participate in study abroad & Provide physical fitness programs and facilities (8.93)	Teach a second language (6.14)
2008	Prepare students for jobs (9.38)	Teach a second language (6.36)	Enable students to participate in study abroad (8.66)	Teach a second language (4.89)

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Executive Summary

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 varied. But, a common theme among these goals is imbuing students with a basic level of knowledge. The goal with the greatest divergence between rated importance and rated success is holding students to rigorous academic standards.

	Greatest Convergence	Greatest Divergence
CLA&S Humanities		
2004	Maintain extracurricular programs (.08)	Provide an environment of diversity (2.96)
2008	Provide knowledge of Western culture (-.14)	Hold students to rigorous academic standards (2.28)
Business		
2004	Provide opportunity to explore controversial points of view (.00)	Hold students to rigorous academic standards (2.32)
2008	Facilitate student and faculty informal discussions (-.03)	Stimulate intellectual curiosity and innovative thinking (1.53)
Architecture and Urban Planning		
2004	Teach basic math concepts & Provide programs on minority/women's issues (.00)	Hold students to rigorous academic standards (2.52)
2008	Provide remedial studies in basic skills (.00)	Prepare students for jobs (2.14)

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