

Summary of the Review Process

In October 1999, Provost Shulenburger appointed two committees: one to review the Goals of General Education and the other to review the assessment process. After careful scrutiny, discussion, and reflection, the preliminary reports on the general education goals and assessment process were submitted by the committees to the Provost's office in March 2000. The proposed goals and assessment process were examined and discussed by the university community through open forums and presentations to key constituent groups during the Fall 2000 semester. The new Goals of General Education were approved by the Office of the Provost in Spring 2001.

Revised Goals of General Education (Approved Spring 2001)

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

Recommended Changes to the Assessment Process

- To enhance the validity of results and compare student ratings over time, increase the number of students who complete the self-assessment survey as well as include both first and fourth year students.
- Revise the interview process by developing questions more explicitly tied to the goals of general education or by asking students to relate a KU experience that explains their progress toward a particular goal.
- All pieces of information gained through the assessment process should be comparable and work together to provide a more complete picture of the participating students.
- The information obtained through the assessment process should be more widely disseminated and utilized by faculty and administrators.

Changes in the Assessment Process

Several modifications were made in 2002 to the assessment process as a result of the evaluation, with some changes to be phased in over subsequent cycles.

2002 Changes

- Interview process – addition of an ice-breaker “tell me a story” question, “How did you choose your major?”
- Interviewers were provided with a framework within which to rate students’ goal attainment. The framework suggested what a strong answer would include.
- Expanded faculty training – with the addition of a mock interview with a “coached” student and an experienced interviewer.
- The rating scale for judging goal attainment was shortened to 5 points
- Student Self-Assessment – students made self-assessments of their level of attainment on the six Goals of General Education so that their self-assessment could be directly compared to the faculty assessments.
- Disseminate the results of the assessment process more widely by making the results available via the web.

Additional Planned Changes

Recommendations from the 2000 Review

- Obtain written self-assessment from a larger sample of students as a way to increase sample size. Possibly include first-year students in the assessment process as a way to address the issue of the “KU difference.”
- Disseminate the goals of general education more broadly through:
 - New Student Orientations
 - *Graduate in 4* notebooks
 - Departmental websites
 - Undergraduate brochures (Geography is model)
 - Course catalog
 - PRE 101
 - New faculty orientation
 - CTE
 - PR piece in the *KU Report*

[Also see the 2002 Faculty Debriefing Document.](#)