3-17-1992

Honors Program Adoption and Proposal 3-17-92

Shawnee State University

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TO: Clive C. Veri, Ph.D.
   President

FROM: Hagop S. Pambookian, Ph.D.
      President
      The University Faculty Assembly (UFA)

DATE: March 17, 1992

RE: UNIVERSITY FACULTY ASSEMBLY RECOMMENDATION

At its recent meeting, The University Faculty Assembly approved/adopted the following proposal:

   The Honors Program

I am forwarding, per THE CONSTITUTION AND BYLAWS OF THE UFA (Subsections 1.3.1 and 1.3.2), the UFA recommendation for your consideration and action.

Approved by:
The University Faculty Assembly

Approved by:
The University President

COMMENTS:
1. See editing on page 2 of the proposal
2. Please specify the office to whom the Honors Program Committee reports. While I have a preference
   to have the Office of the President, the UFA may wish to recommend otherwise.

Disapprove by:
The University President

RATIONALE:
I. GOALS

The Honors Program at Shawnee State is designed to provide an opportunity for highly motivated students to participate in a challenging and creative learning environment. Such a program would recognize these students and enable them to seek new depth and/or breadth of academic pursuit and to interact with their peers and faculty.

II. ADMISSION TO THE HONORS PROGRAM

The Honors Program will be available to students in one or both of the following options:

Option 1:

Students who have appropriate credentials such as, but not limited to, ACT composite scores, grade point ratio (high school and/or college), the recommendation of Shawnee State University faculty or high school faculty, or other criteria which identify the student as exceptional may apply to become part of the Honors program and participate in the honors classes in any area of the Honors curriculum. Specific criteria will be developed by the Honors Committee.

Option 2:

Students who demonstrate exceptional interest and ability in a specific area of study and this ability can be documented (even though this ability may not be curriculum wide) will have the opportunity to enroll in appropriate honors classes with permission of the instructor.

HONORS COURSES

A course which is labeled an "Honors course" should be challenging and cover material in a different manner from the usual college class. The characteristics which make an honors course unique are such features as pace, course content, level of difficulty, presentation method or project assignment.

The number of honors courses which can be offered each quarter must be limited. Faculty who want to teach an Honors course must present a proposal to the Honors Program Committee for the course well in advance of the quarter in which it is to be taught. This proposal should include information as to the material to be covered, the presentation technique, and any information which supports the concept that this course is special and appropriate to be labeled "honors."
HONORS PROGRAM COMMITTEE

A. The membership of the Honors Program Committee shall consist of one faculty representative from each of the following areas: College of Health Sciences, College of Engineering Technologies, College of Business, Division of Social Science, Mathematics Department, Natural Science Department, Division of Arts/Humanities and Center for Teacher Education.

In addition, there will be one Honors Student selected by the Student Senate and the Registrar or his designee.

All members shall be voting members.

B. Each faculty representative shall be elected by the faculty of the appropriate unit and will serve for a period of one (1) year.

C. The chair of the committee shall be elected from within the membership of the committee.

D. The functions of this committee will include but not be limited to:

1. select honors courses to be offered by reviewing faculty proposals;

2. establish and review admission criteria for students to be admitted to the Honors Program under Option 1;

3. select honor students to be admitted to the Honors Program under Option 1; and

4. provide for general day-to-day operations of the program.

The Honors Program Committee will be responsible for monitoring issues of quality control such as: (1) course meeting proposed standards, (2) class size; and other related issues.
Some notes on assessment from the NCA meeting in Chicago, March 1992. -Compiled by Tony Dzik

GENERAL EDUCATION CURRICULUM: RENEWAL AND ASSESSMENT

This session was presented by folks at Southeast Missouri State University. SEMSU recently implemented a new general education program.

-SE Missouri has an Assessment Director. This is a position that SSU probably should create.

-Their general ed. program is a modified smorgasbord of courses that are united by 9 objectives (see attached document).

-Their revision was a reflective process that took 6 years. Some important points coming out of their process-
  1. Keep reminding oneself about the kinds of students we serve. What is right for another institution may not be right for us.
  2. It is extremely important to survey the faculty regarding their views as to what general education is and should be.
  3. As a strategy, always deal with "turf" questions last.
  4. A key to successful revision is to develop appropriate objectives.
  5. Need to create a program identity--all general ed courses have to meet all 9 objectives.
  6. Use of a freshman seminar is instrumental as here university resources are introduced and students are shown that there is more to the university experience than just the major.

-4 categories of assessment in assessing the CORE used by SE Missouri:
  1. Local Measures- a required writing exam for graduations; this culminates the writing across the curriculum.
  2. National Measures- ACT COMP, Academic Profile (this was closest to the objectives of their program), IDEA student evaluation system in which students self-report how they perceive they have improved.
  3. Multiple Measures- pre- and post-testing; surveys on oral communication skills, a follow-up survey of graduates regarding their general education experiences.
  4. Other Sources of Data- library usage rates, usage of the writing center.

-They are looking at the portfolio approach.

-Final points made- assessment must involve faculty; assessment must have multiple components; assessment must change with program.
INVOLVING FACULTY IN ASSESSMENT: WHY AND HOW

- Many faculty want to be bypassed— they have no interest or time, but most have fears of assessment: fears such as a perceived inability to assess what they teach; loss of autonomy; hidden agendas; administration’s use of assessment.

- Faculty involvement in assessment planning will decrease their fears of the unknown.

- The success of an assessment plan is less dependent on the process used than upon the people involved.

- Good idea to have a university-wide informational meeting on what assessment is all about. Faculty should be provided with literature on assessment. Stress that assessment is feedback for improvement not an accountability measure. A clear statement of purpose from administration is necessary.

- Absence of faculty resistance or questioning is an unhealthy sign (I do not think we have to worry about this at SSU).

- If you can, avoid participation of faculty who feel that assessment has been forced upon them.

- An effective assessment program must support risk-taking and failure with punitives. There must be a sense of trust.

- Allow at least 1 year to develop a good assessment program.

- First step is to come up with a written statement of assessment objectives. Input from faculty and administration. A committee composed of faculty and a few relevant administrative staff needs to be formed.

- Growing number of institutions are turning to institutionally designed/developed tests.

- Divisional/departmental faculty should be central to analyzing assessment data, test results, student outcomes, etc.

- Faculty should have a role in writing any assessment reports and making recommendations.

- Important that assessment information be used.
ASSESSING STUDENT ACADEMIC ACHIEVEMENT IN THE CONTEXT
OF THE CRITERIA FOR ACCREDITATION


- Assessment program should be comprehensive and use a variety of techniques.
- Should be minimally disruptive to faculty.
- Emporia State uses a Portfolio as the backbone of their program. Also employ local and standardized tests, alumni and employer surveys. Student portfolios include tests, papers, lab reports.
- ESU's improvements brought about by assessment- See attached document.

CRITERION THREE CAN EFFECT POSITIVE CHANGE

- North Central Missouri College (2 year institution)

- Important to have a university-wide assessment committee composed of folks committed to the idea of assessment. A good starting point is to see what is being assessed and its usefulness. Collect info and design a chart (see attached document).
In providing evidence that it fulfills Criterion Three, an institution should explain both how it evaluates its effectiveness in meeting all of its purposes and how it uses its findings. In its Self-Study Report, an institution may address each of its stated purposes explicitly in order to provide evidence that it is successfully accomplishing them, or it may employ whatever other organizational scheme it believes will best demonstrate its effectiveness. Just as there is an extensive universe of institutional purposes, there exists an equally diverse range of means institutions can employ to assess their effectiveness in achieving them.

Some Possible Areas for Institutional Assessment

Because it accredits the total institution and because most institutions of higher education have purposes beyond those directly related to student achievement, the Commission expects that, in demonstrating that it meets Criterion Three, an institution will provide evidence of its effectiveness in accomplishing a variety of institutional purposes. While the Commission does not dictate methodology or instrumentation for accomplishing this appraisal, it does expect rigorous assessment of institutional efforts and does require explicit documentation of student academic achievement.

Some examples of general areas of assessment include the following:

- **Student Academic Achievement.** Because of the Commission’s emphasis on assessing student academic achievement, a more extensive discussion of this area is provided in a separate section beginning on page 19.

- **Student Development.** Many institutions strive to enhance the lives of students by providing opportunities for student leadership, by supporting effective programs of health and wellness, and by offering well-received counseling and advising services. For institutions concerned about the values of students, a review of disciplinary actions as well as evidence of positive enhancement of relationships across racial, ethnic, and sexual boundaries might be included. Institutions with strong religious goals should document success in enhancing the spiritual life of students. Often institutions turn to alumni surveys to assess the long-range impact of student development programs.

- **Program Quality.** Many institutions have in place program review processes, some mandated by external agencies and others designed by the institution’s faculty out of their own desires to offer better programs. These reviews should be incorporated in the institution’s self-study efforts. Program accreditations also speak to the validation given portions of the institution by external groups; so, too, might the various surveys, formal and informal, that speak to the matter of institutional reputation.

- **Faculty Accomplishments.** For many institutions, teaching effectiveness constitutes the primary measure of faculty accomplishment; student and peer
- Research and Development. Research universities often find evidence of institutional accomplishment in the amount of external funding they generate; many other institutions document effectiveness of this area of institutional life by the grants they receive. For some institutions, institutional effectiveness is measured in part by the number of projects and reports produced by the institution. For others, special awards for research or development of new and unique programs provide one measure of the institution’s effectiveness.

- Public and Community Service. Institutions might look to the numbers of people participating in programs and courses offered to the public as well as to the numbers of people attending cultural events sponsored by the institution. Some institutions will want to weigh the use of their facilities and services by the broader community. Even if faculty, students, and administrators participate in various community events, the institution will want to assess the overall relationship between the institution and the community in which it resides.

- Special Constituencies. Some institutions have particular purposes derived from their relationship to sponsoring bodies. Seminaries, for example, have obvious commitments to certain religious bodies; so, too, do many private colleges and universities. Many institutions have goals of serving a wide range of constituents, and they will need targeted programs to accomplish those goals. Success of these programs—those aimed at special minority populations, at the physically challenged, at displaced homemakers, for example—constitutes evidence of institutional effectiveness.

- Institutional Climate. Student and faculty satisfaction with an institution speaks to its effectiveness. Questionnaires concerning morale might be used; and some evidence can be gathered from statistics on recruitment, attrition, retention, and program completion. Effective shared governance, whether unionized or not, is important. The vitality of the governing board should be weighed as well. Many institutions conclude that alumni support as well as successful financial development efforts say much about the health of the institutional climate.

- Equity and Diversity. If the institution has specific goals and purposes on these matters, it may want to assess the effectiveness of its policies to guarantee that individual students, faculty, and staff are treated equitably; or of its initiatives to achieve, recognize, or value diversity both in its curriculum and in its constituent groups.

These areas are examples of the possible dimensions of institutional activity that might warrant scrutiny. Others might include assessing the effectiveness of:

- administrative and support programs (e.g., personnel, planning, public relations, institutional development and fundraising, accounting, budgeting, maintenance, risk management, faculty and staff development);
- student services (e.g., advising, placement, counseling, health services, housing), of academic support (advising, developmental services, library and learning resources, computing); or
- any other arena in which self-improvement is a priority.

Assessment of Student Academic Achievement

In October 1989, the Commission, in its “Statement on Assessment and Student Academic Achievement,” made explicit its position that student academic achievement is a critical component in assessing overall effectiveness.

The Commission Statement on Assessment and Student Academic Achievement

The Commission affirms that the evaluation/accreditation process offers both a means of providing public assurance of an institution’s effectiveness and a stimulus to institutional improvement. The Commission’s criteria require an institution to demonstrate the clarity and appropriateness of its purposes as a postsecondary educational institution; to show that it has adequate human, financial, and physical resources effectively organized for the accomplishment of those purposes; to confirm its effectiveness in accomplishing all of its purposes; and to provide assurance that it can continue to be an effective institution. A variety of assessment approaches in its evaluation processes strengthens the institution’s ability to document its effectiveness.

The Commission reaffirms its position that assessment is an important element in an institution’s overall evaluation processes. The Commission does not prescribe a specific approach to assessment. That determination should be made by the institution in terms of its own purposes, resources, and commitments. Assessment is not an end in itself, but a means of gathering information that can be used in evaluating the institution’s ability to accomplish its goals in a
A member of areas. An assessment program, to be effective, should provide information that assists the institution in making useful decisions about the improvement of the institution and in developing plans for that improvement. An institution is expected to describe in its self-study the ways that it evaluates its effectiveness and how those results are used to plan for institutional improvement.

The Commission wants to make clear that all institutions are expected to assess the achievement of their students. With this statement we make explicit the Commission’s position that student achievement is a critical component in assessing overall institutional effectiveness. Our expectation is that an institution has and is able to describe a program by which it documents student academic achievement.

Essentially, the Statement stipulates that an institution should consider a broad range of approaches to assessing institutional outcomes, but it must have and describe a program for documenting student academic achievement at the undergraduate and graduate levels. Thus, in adopting the Statement, the Commission on Institutions of Higher Education made explicit a concept that, although always embodied in the Criteria for Accreditation, was not always fully understood: though essential, demonstrating the clarity and appropriateness of an institution’s purpose or the adequacy of its resources and organization is not, alone, sufficient grounds for accreditation. In addition, an institution must be able to demonstrate positive results as well.

The spirit of this requirement reflects the basis for self-study for accreditation: that member institutions will strive continually to improve themselves and that accurate analysis and self-awareness are prerequisites for improvement. By scrutinizing its goals, operations, and results, an institution can see clearly its strengths and weaknesses, and plan for its future, realistically and effectively. Assessment of progress toward all an institution’s goals forges the essential link between mission and planning, and between the past and the future.

To assist institutions in this effort, the Commission has provided additional information on assessment of student academic achievement in its Handbook, Manual, and Guide. Appendix B of this Guide, “Suggested Characteristics of an Assessment Program,” offers advice and suggestions beyond specific Commission policies and procedures. In addition, the Commission staff is always available to discuss, to critique, or to suggest approaches.

Assessing student academic achievement is a complicated task, and the Commission prescribes no single methodology or instrumentation for institutions to carry it out. On the contrary, the Commission hopes that institutions will seize the requirement as an opportunity to experiment carefully and learn, to identify those aspects of student development and academic achievement they value—and those aspects of institutional operation they wish to improve—and to formulate and test their assessment plans in ways that will allow them to collect the information on which they can act to make the education of their students more effective.

Some institutions will already have programs in place. Many others will begin by developing an assessment plan. Documentation of the plan in the Self-Study Report should address the following Components of an Assessment Plan:

1. The plan is linked to the mission, goals, and objectives of the institution.
2. The plan is carefully articulated and is institution-wide in conceptualization and scope.
3. The plan leads to institutional improvement.
4. The plan is being implemented according to a timeline.
5. The plan is administered.

But formulating a plan for assessment is only the first step. The plan must result in a program. And, invariably, an institution’s purposes and goals for its assessment program will change over time as the institution learns more about collecting and analyzing information and as its interests and concerns shift. For example, it may make sense for an institution to begin assessment in order to discover which of its introductory courses are best for high-risk students, or which of its core courses best live up to the institution’s articulated goals for general education. But it may be equally appropriate for that same institution, a year or more later, to collect data on the education of honors students, or to find out whether employers are satisfied with specific groups of the institution’s graduates, or to answer a host of other questions. An assessment program should be capable of growing and changing with an institution.

Though an effective assessment program should be institution-wide and systemic, it is not critical that an institution collect identical information about all its programs. Invariably, some of the information collected may be objective and quantified, some more subjective and qualitative. Some programs culminate in national or state licensing examinations which, combined with grades and proficiency tests, may provide a useful index of student achievement. The achievement of other students may be gleaned in part from records of transfer to more advanced programs. One department may find that a standardized test constitutes a good measure of student achievement while another may be more satisfied with a senior comprehensive examination, a thesis, or a capstone course incorporating a project. Effective assessment programs may be quite complex, their components quite varied. What matters most is that the information is sufficiently diverse and detailed for the institution to use it to enhance student learning and improve educational programs.

Moreover, just as a single test does not provide a sound measure of student learning in a college course, neither do random licensing and test scores.
 Criterion Four

"The institution can continue to accomplish its purposes."

This criterion captures the institution's potential for continuing effectiveness by asking it to examine critically its potential for continuing progress toward its stated purposes. The Self-Study Report must provide evidence that such continuing effectiveness is likely, and that the institution has in place the mechanisms essential for self-correction if its future course begins to stray from its intended goals. Indications that an institution's effectiveness will continue into the future come from:

- A Focus on the Education of Students. The centrality of the institution's educational programs needs to be highlighted when the institution looks toward the future. Institutions that have taken seriously the Commission's requirement to document the academic achievement of their students give evidence of this concern, particularly those institutions that have created formal links to ensure that the information obtained through assessment is used to improve the educational process.

- Appropriate Stability and Resiliency. The continuity of effective leadership, of a strong governing board, of faculty, and of administrators may all provide evidence of institutional stability, as may the strength of the institution's financial base, including the health of its endowment. Sustained or growing enrollments may auger for financial stability, as can documentation of the likelihood of resources continuing at current or improved levels. Institutions that have experienced and assimilated considerable change may argue that their resiliency and flexibility to challenges in the past indicate their readiness to confront the future. Institutions that have strong, continuing support from religious bodies, state legislatures, tribal governments, and rate-payers should weigh that support against the uncertainties of the future.

- Mechanisms for Educational Self-Improvement. Assessment programs ought to feed directly into those planning and budgeting processes that consider the allocation of additional funds to strengthen educational programs, thus assuring that assessment leads to needed improvements. If the self-study process itself identifies ways to strengthen educational programs, then it is important to gauge the impact of those findings for the future. Similarly, other institutional review processes should be used for improvement; for example, institutions that regularly review all academic programs should assess how effectively those reviews strengthen the programs.

- A Strong Planning Effort. An effective planning process offers the means to modify goals, to alter or develop programs and methods of instruction, to cope with shifting levels and sources of support, and to continually strengthen institutional vitality. Long- and short-range planning combined with strategic planning provide most institutions with effective tools to meet the future.

The key word is "effective." Many institutions have planning committees or processes that generate documents read by few and followed by no one. Others develop long-term plans that become outdated in the first year, but processes have goals specific to the institution; the success of the process in accomplishing those goals speaks to the institution's ability to move forward in the future.
One fundamental purpose of a liberal education is to ensure the acquisition of knowledge common to educated people and to equip students to integrate acquired knowledge in order to produce interconnections of thoughts and ideas. The goal of the program is to provide students with the information, ideas and skills they need to have in order to live a happier and more intellectually rewarding life.

The program is based upon nine University Studies Objectives:

**Objective No. 1** Demonstrate the ability to locate and gather information
This objective addresses the ways to search for, find and retrieve the ever increasing information available in a technological society.

**Objective No. 2** Demonstrate capabilities for critical thinking, reasoning and analyzing
Students today cannot learn all the information that is produced. Therefore, they must be able to evaluate, analyze and synthesize information. They must be able to effectively process large amounts of information.

**Objective No. 3** Demonstrate effective communication skills
The ability to understand and manipulate verbal and mathematical symbols is a fundamental requirement in any society, especially one that thrives upon the free exchange of ideas and information. Functional literacy is not the goal, rather, students must attain a high level of proficiency in order to be effective and happy citizens.

**Objective No. 4** Demonstrate an understanding of human experiences and the ability to relate them to the present
The degree to which individuals and societies assimilate the accrued knowledge of previous generations is indicative of the degree to which they will be able to use their creative and intellectual abilities to enrich their lives and the culture of which they are a part.

**Objective No. 5** Demonstrate an understanding of various cultures and their interrelationships
Understanding how other people live and think gives one a broader base of experience upon which to draw in the quest to become educated. As we become more proficient in information gathering, critical thinking, communication, and understanding our past, our need to understand other cultures becomes greater.

**Objective No. 6** Demonstrate the ability to integrate the breadth and diversity of knowledge and experience
This objective deals not merely with the possession of isolated facts and basic concepts, but also the correlation and synthesis of disparate knowledge into a coherent, meaningful whole.

**Objective No. 7** Demonstrate the ability to make informed, intelligent value decisions
Valuing is the ability to make informed decisions after considering ethical, moral, aesthetic and practical implications. It involves assessing the consequences of one's actions, assuming responsibility for them, and understanding and respecting the value perspective of others.

**Objective No. 8** Demonstrate the ability to make informed, sensitive aesthetic responses
A concern for beauty is a universal characteristic of human culture. Aesthetics, while usually associated with the fine arts, can be broadly defined to include all areas of human endeavor, for example, science, history, business and sport.

**Objective No. 9** Demonstrate the ability to function responsibly in one's natural, social and political environment
Students must learn to interact responsibly with their natural, social and political environments in order to assure continued interrelationships among persons and things. This objective presupposes an educated, enlightened citizenry that accepts its responsibility to understand and participate in the political and social process.
STRUCTURE OF THE UNIVERSITY STUDIES PROGRAM
SOUTHEAST MISSOURI STATE UNIVERSITY

PROGRAM THEME: UNDERSTANDING AND ENHANCING THE HUMAN EXPERIENCE

I. First Year Introductory Course ................................................................. 3 hours

II. The 100-200 Level Core Curriculum:

THEME: ACQUISITION OF KNOWLEDGE:
GAINING PERSPECTIVES ON THE INDIVIDUAL, SOCIETY AND THE UNIVERSE

The core curriculum is separated into three perspectives with four categories of courses in each perspective. One course is required from each of the twelve categories.

100-200 Level Core Curriculum ................................................................. 36 hours

<table>
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<th>Perspective on Individual Expression</th>
<th>Perspective on Natural Systems</th>
<th>Perspective on Human Institutions</th>
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<td>Artistic Expression</td>
<td>Behavioral Systems</td>
<td>Development of a Major Civilization</td>
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<td>Literary Expression</td>
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<td>Economic Systems</td>
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<td>Oral Expression</td>
<td>Logical Systems</td>
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III. The 300-400 Level Interdisciplinary Curriculum:

THEME: INTEGRATION OF KNOWLEDGE: LIVING IN AN INTERDEPENDENT UNIVERSE

Each student takes two 300-level courses that integrate two or more categories of the core curriculum.

300 Level Interdisciplinary Courses .................................................... 6 hours

Each student also takes a 400-level senior seminar that integrates two or more perspectives of the core curriculum and that requires students to demonstrate the ability to do appropriate interdisciplinary scholarship and present it in both oral and written forms.

400 Level Senior Seminar ........................................................................... 3 hours

TOTAL 48 hours
SOUTHEAST MISSOURI STATE UNIVERSITY  
UNIVERSITY STUDIES PROGRAM  
100-200 Core Curriculum

**Artistic Expression**  
Aesthetics and the Arts  
Ceramics: A Metaphor for Understanding Human Experience  
Music: An Artistic Expression  
Musical Encounters  
Perspectives in Art  
Reading the Visual Image  
Theatre Appreciation

**Literary Expression**  
Fiction and the Human Experience  
French Literature  
German Literature  
Hispanic Literature  
Mythic Dimensions of Literature  
Old Testament Literature  
Poetry and the Human Experience  
Readings in Philosophy  
The Variety of Literature

**Behavioral Systems**  
Development of the Adolescent  
Ethical Theory  
Foundations of Human Behavior: Sex and Aggression  
Health Perspectives  
Psychological Development Across the Life Span  
Psychological Perspectives on Human Behavior  
Leisure Identity  
The Child: Development from Conception to Adolescence

**Living Systems**  
Biological Principles  
Biological Science: A Process Approach  
Biology for Living  
Environmental Biology  
Investigations in Biology  
Nutrition and Mankind

**Development of a Major Civilization**  
African Civilization  
American Civilization  
American Peoples and Civilization  
Ancient Egypt  
Chinese Civilization  
Classical Civilization  
European Civilization  
European Peoples and Civilization  
Islamic Civilization  
Japanese Civilization  
Latin American Civilization

**Economic Systems**  
Comparative Economic Systems  
Economic Problems and Policies  
Principles of Microeconomics  
World Food and Society

**Perspectives on Individual Expression**

**Oral Expression**

**French Language and Culture I**

**French Language and Culture II**

**French Language and Culture III**

**Fundamentals of Oral Communication**

**German Language and Culture I**

**German Language and Culture II**

**German Language and Culture III**

**Spanish Language and Culture I**

**Spanish Language and Culture II**

**Spanish Language and Culture III**

**Written Expression**

**Rhetoric and Critical Thinking**

**Perspectives on Natural Systems**

**Logical Systems**

**College Algebra**

**Computing**

**Logical Decision-Making**

**Mathematics I**

**Symbolic Logic**

**Physical Systems**

**Chemistry in Our World**

**Earth Science: Environmental Hazards**

**Exploring the Universe**

**Physical Concepts**

**Physical Science: A Process Approach**

**The Physical Landscape: A Spatial Analysis**

**Basic Principles of Chemistry**

**General Chemistry I**

**Perspectives on Human Institutions**

**Political Systems**

**Comparative Political Systems**

**United States Political Systems**

**Social Systems**

**Cultural Geography**

**People and Places of the World**

**Social Philosophy**

**Society, Culture and Social Behavior**

**Values and Social Issues in Business**

**World Religions**

**Cities and Society**

**Observing Other Cultures**

22 May 1991
SOUTHEAST MISSOURI STATE UNIVERSITY
UNIVERSITY STUDIES PROGRAM
UPPER-LEVEL INTERDISCIPLINARY CURRICULUM

300-LEVEL INTERDISCIPLINARY COURSES - 6 hours
Take two 300-level courses:

UI-300 Drugs and Behavior
UI-301 Managerial Communication Processes
UI-302 Westward Movement: Development of American Regional Cultures
UI-303 The Female Experience
UI-304 The History and Culture of West Africa
UI-305 Judicial Reasoning
UI-306 The Film as History and Literature
UI-307 Economic Geography
UI-308 Cultural and Physical Landscapes of the World: A Geographical Analysis
UI-309 Crime and Human Behavior
UI-310 The American Musical Experience
UI-311 Masterpieces of the French Novel
UI-312 Perspectives on the Present
UI-313 The African-American Experience
UI-315 Electronics and Computers in Music
UI-316 Contemporary Legal Studies
UI-317 Human Sexuality
UI-318 Earth Science: A Process Approach
UI-320 The Modern Presidency
UI-322 International Political Economy
UI-331 Biochemistry I
UI-337 Issues in Twentieth Century Architecture
UI-340 Housing Perspectives
UI-345 Nonverbal Communication
UI-352 Medical Ethics

400-LEVEL SENIOR SEMINAR COURSES - 3 hours
Take one 400-level course:

UI-400 Business and Ethics
UI-401 American Cultural Landscapes
UI-403 Aesthetics and Human Values
UI-404 The Human Ascent
UI-406 Transforming the Female Experience
UI-407 Rational Endeavor
UI-410 Manufacturing Research in a Global Society
UI-410 The American Temper: Ideas in Conflict
UI-416 Planetary Exploration: From Galileo to the Present and Beyond
UI-425 Persuasion: Understanding, Practice & Analysis
UI-438 The Nature and Growth of Mathematical Thought

University Studies Curriculum Committee Course Review
Upper Level Interdisciplinary Courses Pending Approval:

UI-3xx Contemporary Political Theory
UI-3xx Foundations of Political Thought
UI-3xx Transcultural Experience
UI-314 Religion and Theatre in Japanese Culture
UI-321 AIDS: An Interdisciplinary Perspective
UI-327 Writing for Science & Technology
UI-336 Religion in America
UI-338 Rural Sociology
UI-341 Victorian Studies
UI-342 Modern Political Thought
UI-344 Plants and Humanity
UI-347 Living in a Global Society
UI-348 The Evolution of Economic Concepts

UI-350 Middle East Politics
UI-351 Public Opinion Management
UI-355 Consumer and the Market
UI-357 Early American Political Thought
UI-4xx The Writings of Artists
UI-402 Music in World Cultures
UI-405 Shakespeare and the Human Condition
UI-408 The Hero in Culture and History
UI-411 Contemporary Political and Social Issues
UI-412 American Health Care System
UI-415 Science and Religion
UI-417 Images of Britain
UI-419 Earthquakes and People

3 March 1992
The University Studies program at Southeast Missouri State University is designed to provide all students with the knowledge, concepts and competencies necessary for them to assume productive leadership roles in a pluralistic society. The purposes of the University Studies program are to ensure the acquisition of knowledge common to educated people; the ability to process, synthesize and evaluate such knowledge for use in making intelligent decisions; and the ability to use such knowledge in everyday life for a more rewarding, fulfilling existence, and to disseminate such knowledge to others in one’s society and world.

The entire undergraduate program at the University encourages students to develop an intellectual orientation - to build reasoning powers capable of integrating personal experience with collective human experience. In particular, students educated by a coherent University Studies program learn ultimately how to discover and comprehend, how to create and communicate, how to appreciate and use knowledge for themselves and for others. Reason fostered by education thus prepares them for their future academic, professional, personal and societal lives.

To encourage effective thinking and synthesis of disparate knowledge, the University Studies program leads students to identify reliable sources of information, collect information, and then construct defensible generalizations. Briefly stated, students learn in their studies to employ various methods of reasoning, including both the deductive and inductive methods.

Beyond thinking and synthesis of knowledge, the natural human impulse is to communicate knowledge. Because knowledge is preserved and conveyed through symbols, mastery of verbal and mathematical symbols is of prime importance to students. The University Studies program guides students, therefore, to develop the capability to speak, write and use basic mathematical symbols appropriately and effectively.
Certain classes in the curriculum are designed to focus directly on facility in oral, written and mathematical communication, and they have a special responsibility for encouraging mastery of verbal and mathematical symbols. But the responsibility of helping students to extend these vital skills belong to the entire undergraduate program of the University.

Acquiring and communicating knowledge generally raises personal, moral and ethical issues for students - issues that require the integration of personal experience with collective human experience. To encourage sound value judgments when students confront these issues, the University Studies program guides students to understand that they share a common heritage shaped by diverse value systems, institutions, individuals and events. As they make their own judgments, shape their own values, and act accordingly, students are thus guided by a knowledge of the past with its successes and failures. Students are guided also by an understanding of the principles of human behavior, both individual and collective, both mental and physical, that motivate, enable and enhance human thought and action.

The University Studies program encourages students to reflect on and evaluate key sectors of American life, its social institutions, its government and law, its economy, its literature and its arts, both past and present. However, as citizens of the world, students should also be knowledgeable of cultures other than their own. In the University Studies program, therefore, the University offers the opportunity to survey and assess major facets of other cultures.

General Objectives of the University Studies Program

Though knowledge may be pursued for its own sake, it assumes its most vital role when it is used for personal enrichment and the betterment of society. Since acquisition precedes use, the cornerstone of the University Studies program is the acquiring of knowledge common to educated people. Students must become acquainted with the various methods of inquiry and the ways by which knowledge is generated, organized, tested and learned. Further, students must develop the ability to process, synthesize and evaluate acquired knowledge for use in making intelligent decisions. In other words, students must be equipped to make sound choices by critically thinking through a problem and assessing its implications in
the world at large. By integrating the various disciplines and thus identifying the interconnections of thoughts and ideas, students will increase their understanding of their physical, social, political, economic, psychological, cultural and intellectual environment. However, only when knowledge has been communicated and applied has it achieved its highest value. The possession of knowledge, therefore, carries with it the responsibility for disseminating that knowledge to others in one’s society and world and for using such knowledge in everyday life for a more rewarding, fulfilling existence. The ultimate goal of the University Studies program is a better life for both the individual and humankind.

Objective No. 1 Demonstrate the ability to locate and gather information

The explosion of knowledge in the twentieth century and the variety of formats in which information is being presented have resulted in the need for more sophisticated tools and capabilities to access that information. At the same time, the need for information has accelerated. Information is necessary for making intelligent decisions and informed judgments and for the enrichment of personal life. The ability to locate or retrieve this information efficiently is an important component in the preparation for living a fulfilling life and for assuming a responsible/creative role in society.

Objective No. 2 Demonstrate capabilities for critical thinking, reasoning and analyzing

Since information exists in a wide variety of formats, students often encounter it as disjointed and disparate facts. Thus, it is necessary for students to learn to evaluate, analyze and synthesize information in order to make intelligent use of it. Students need to learn that there are numerous ways of discovering and processing information, and applying it to a given situation. The University Studies program should equip students with the ability and the desire to think critically and to reach well-reasoned conclusions about specific issues. Only as students become skillful in evaluating, analyzing and synthesizing information, will they be able to engage in the level of intellectual activities required for critical thinking.

Objective No. 3 Demonstrate effective communication skills

The mastery of verbal and mathematical symbols is an essential component of the University Studies program. The ability to understand and manipulate such symbols is a fundamental requirement in
any society which encourages and thrives upon the free interchange of ideas and information. In this context mere functional literacy can never be an adequate goal; students must attain a level of proficiency which will enable them to become informed, effective citizens in their society and world.

Objective No. 4  Demonstrate an understanding of human experiences and the ability to relate them to the present

One important characteristic of human beings is their ability to understand and transmit the accumulated knowledge of the past from one generation to another. This ability enables each generation to build on the experiences of the past and to understand and function effectively in the present. The degrees to which individuals and societies assimilate the accrued knowledge of previous generations is indicative of the degree to which they will be able to use their creative and intellectual abilities to enrich their lives and the culture of which they are a part.

Objective No. 5  Demonstrate an understanding of various cultures and their interrelationships

Understanding how other people live and think gives one a broader base of experience upon which to draw in the quest to become educated. In the University Studies program, students explore the different values and beliefs in cultures other than their own and learn to respect the differences. The interrelationships among cultures must be understood in order to appreciate the differences and similarities in customs throughout the world.

Objective No. 6  Demonstrate the ability to integrate the breadth and diversity of knowledge and experience

The educated person is not one who possesses merely isolated facts and basic concepts, but one who can correlate and synthesize disparate knowledge into a coherent, meaningful whole. Even though modern society encourages a high degree of specialization in some areas, students should be encouraged and empowered to perceive connections and relevancies within the multiplicity of data and experience.

Objective No. 7  Demonstrate the ability to make informed, intelligent value decisions

Valuing is the ability to make informed decisions after considering ethical, moral, aesthetic and practical implications. Valuing is a dynamic process that involves assessing the consequences of one's actions, assuming responsibility for them, and understanding and respecting the value perspectives of
others. As a result, valuing is a natural dimension of human behavior and an integral component of the University Studies program.

Objective No. 8 Demonstrate the ability to make informed, sensitive aesthetic responses

A concern for beauty is a universal characteristic of human cultures. Although the term aesthetics is usually associated with such fine arts as literature, theater, art, music, dance and architecture, in actuality the term need not be so narrowly defined. All areas of human endeavor -- science, history, business and sport, for example, as well as the arts -- contain elements of beauty. Toward the end of exercising an informed sensibility, students should be exposed to various definitions of beauty, equipped with the appropriate methods of investigation and evaluation, and encouraged to make independent judgments.

Objectives No. 9 Demonstrate the ability to function responsibly in one's natural, social and political environment

The existence of mankind depends on countless interrelationships among persons and things. Students must learn to interact responsibly with their natural environment and with other citizens of their society and world. The University Studies program should help students to realize that individual freedoms may necessarily be limited and that natural, social and political harmony begins with the individual. Further, the University Studies program should foster a desire for a political and social system based on a concern for human rights and just public policy determined through reasoned deliberation. Such an ideal presupposes an educated, enlightened citizenry that accepts its responsibility to understand and participate in the governance process.
STATEMENT OF PROCEDURES FOR PROPOSING UNIVERSITY STUDIES COURSES

University Studies courses may be developed by individual faculty members, committees within a department or discipline, committees representing clusters of departments or disciplines, or faculty teams aided by consultants from outside the area(s) of specialization. It will be the responsibility of the individual faculty member(s) of group(s) proposing the course to demonstrate the level of the course, the number of credit hours, which of the nine objectives (Appendix 1) will be addressed in the course, the extent to which the objectives will be addressed, the means by which they will be addressed, and the methods to be employed to ascertain how well the objectives have been met.

In considering these matters, the University Studies Committee will examine the proposed course syllabus and cover sheet (Appendix 2) designed by the committee to be submitted to the course proposer(s). The committee will also review the proposal in relation to the overall structure of the University Studies program. In some cases the committee may wish to interview the individual(s) who has (have) submitted the course proposal.

In determining whether a course may be included in the University Studies offerings, either as a requirement or an elective, the committee shall evaluate the course proposal in relation to the nine objectives. While it would be impractical -- and perhaps undesirable -- to expect any single course to focus equally on each of the nine objectives, the committee believes that, as a general rule, a course should effectively address and integrate as many objectives as possible and that, ideally, every course approved for the program should effectively address and integrate, in some fashion, all nine of the objectives.

In considering the extent to which the nine objectives will be met in a given course, proposers should demonstrate whether each objective will receive significant, considerable, or some emphasis in the course. Significant emphasis shall be determined by having an objective effectively met by at least three of the following course components: content, teaching strategies, student assignments (including texts and/or other resources), and methods of evaluation student performance. Considerable emphasis shall be determined by having an objective effectively met by two of the course components. Some emphasis shall be determined by having an objective effectively met by one course component.

The distinction between lower- and upper-level University Studies courses will not be based on the nine general education objectives. Rather, that distinction will be based on such factors as difficulty of course content, types of assignments, stringency of evaluation procedures, and possible use of prerequisites. This manner of classification is similar to the current practice of distinguishing between lower and upper levels for non-University Studies courses.

The channels through which every University Studies course proposal must be routed will follow the Course and Curricular Flow Chart (page 11) that appears on page 188 of the Faculty Handbook. Interdisciplinary course proposals must be submitted to and approved by each department and college involved in the teaching of the course.
Assessing Student Academic Achievement
in the Context of the
Criteria for Accreditation

Presented by
Lendley C. Black
David E. Payne
Faye N. Vowell

March, 1992

"Getting started is the most difficult step... Few students, faculty, or
administrators initially anticipate that they will actually enjoy
evaluation... most... do not even want to define the objectives or
intended outcomes of a general education program much less go
through a painstaking search for evidence of achievement."

Time Will Tell
9-STEP DEVELOPMENT CYCLE
COMPREHENSIVE STUDENT ASSESSMENT PROGRAM

1. An institution's administration - with or without external assessment mandate pressure and/or meaningful faculty input - commits to the establishment of a CSAP as a primary indicator of the institution's effectiveness.

2. A relatively latent "behind the scenes" period of information gathering, goal setting, planning, consensus-building, program design, resource-seeking, and trial-and-error exploration of assessment models ensues.

3. Then a concerted CSAP effort begins, supplementing existing data-gathering activities with "pilot" assessments in selected programs across the campus.

4. Gradually the process effects of CSAP implementation are evidenced. Students, faculty, administrators, outside mandaters and others begin to be influenced by assessment activities (e.g., defining program objectives, finding and/or developing measures, piloting assessment strategies, analyzing preliminary evaluative feedback, preliminary reporting, etc.)

5. Assessment refinement eventually matches program objectives with effective measures at a manageable cost sufficiently to implement an institution-wide CSAP.

6. Finally product analysis of the CSAP begins to yield a definitive database on academic program quality, and the strengths and weaknesses in the curriculum, instruction, policies, and resources which are responsible for that level of quality.

7. Reactions to those results come from program faculty, institutional administrators, assessment mandaters, and others.

8. Changes in educational program and/or policies and/or CSAPs are made to enhance the institutions' effectiveness.

9. Those changes are, in turn, assessed,...and the higher education assessment cycle continues.

According to the results of this study, the majority of U.S. colleges and universities (59%) are at Step 1 or 2, just feeling their way into the assessment movement. Another 30% are somewhere between Steps 3 and 5, making a serious effort toward implementing a CSAP, but still wrestling with significant methodological, logistical, motivational and financial issues. A much smaller percentage - mostly those pioneering schools to whom those that follow owe such a debt of gratitude - are at Step 6 and beyond. And somewhere around 10% of American institutions either haven't gotten the word, are still trying to find a way around assessment, or are still at a pre-planning stage of CSAP implementation.

GENERAL EDUCATION GOALS

1. Strengthen basic skills: writing, oral communication and mathematics
2. Increase knowledge of general education disciplines
3. Enhance ability to integrate knowledge between disciplines and to think critically, analyze issues, and clarify values
4. Increase understanding of contemporary cultures and potential to make contributions to society
5. Develop skills for intellectual curiosity and lifelong learning

ASSESSMENT APPROACHES

1. Locally developed achievement measures
2. External expert evaluation
3. Self-reported data collection
4. Nationally standardized achievement tests
5. Persistence studies
6. Portfolio analysis

ESU ASSESSMENT PROCESS REQUIREMENTS

1. Comprehensive
2. Low cost
3. Use what is available
4. Eclectic
5. Minimally disrupt faculty patterns
6. Action oriented -- leads to changes
TABLE 1
Departments Using Each of the Six Types of Assessment

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>1988</th>
<th>1991</th>
</tr>
</thead>
<tbody>
<tr>
<td>Locally Developed Achievement Measures</td>
<td>16</td>
<td>50</td>
</tr>
<tr>
<td>External Expert Evaluation</td>
<td>23</td>
<td>44</td>
</tr>
<tr>
<td>Self-Reported Data Collection</td>
<td>39</td>
<td>49</td>
</tr>
<tr>
<td>Nationally Standardized Achievement Tests</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>Persistence Studies</td>
<td>13</td>
<td>31</td>
</tr>
<tr>
<td>Portfolio Analysis</td>
<td>0</td>
<td>34</td>
</tr>
</tbody>
</table>

TABLE 2
Growth in Use of Multiple Measure 1988-91
Percent of Departments Using the Six Types of Measures

<table>
<thead>
<tr>
<th>Types of Assessment</th>
<th>1988</th>
<th>1991</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>33%</td>
<td>0%</td>
</tr>
<tr>
<td>1</td>
<td>18%</td>
<td>2%</td>
</tr>
<tr>
<td>2</td>
<td>22%</td>
<td>30%</td>
</tr>
<tr>
<td>3</td>
<td>16%</td>
<td>25%</td>
</tr>
<tr>
<td>4</td>
<td>10%</td>
<td>28%</td>
</tr>
<tr>
<td>5</td>
<td>0%</td>
<td>10%</td>
</tr>
<tr>
<td>6</td>
<td>99%</td>
<td>100%</td>
</tr>
</tbody>
</table>
IMPROVEMENTS RESULTING FROM ASSESSMENT ACTIVITIES

A. OVERALL

Assessment of the Assessment Process

• Redesign assessment protocols for general education
• Need to gather less data

Student approval of assessment techniques

Goal clarification for faculty

Purchase equipment to allow for creation of electronic portfolio

Broadening beyond Academic Affairs

B. GENERAL EDUCATION

Goal 1

Activities to improve student writing and oral communication skills

Goal 2

Validation of meeting this goal allowed us to direct energies elsewhere

Goals 3 and 4

Changes in curriculum of general education courses

• Analysis of Fine Arts course
• Developing diversity resources for classroom use
• Creation of new diversity course

Goal 5

Results of alumni surveys validate success in meeting this goal

C. MAJORS

In teacher education, new course in classroom management and discipline based on survey of graduates and employers

In business, new course Introduction to Microcomputer Applications based on feedback from employer advisory groups
## NCMC OUTCOMES ASSESSMENT and ACCOUNTABILITY

### OUTCOMES ASSESSED

<table>
<thead>
<tr>
<th>Outcomes Assessed</th>
<th>INSTITUTIONAL OUTCOMES</th>
<th>MISSION STATEMENTS/PURPOSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation Honors</td>
<td>X</td>
<td>X X X X X</td>
</tr>
<tr>
<td>Graduation List</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Dean's and President's Lists</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Grade Distribution Reports</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Missouri Real Estate Board Exam</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Entering ACT scores</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>NCLEX -- ADN</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>ADN Performance Agreement</td>
<td>X X</td>
<td></td>
</tr>
<tr>
<td>Daily Clinical Evaluation Log</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Employer Evaluation of NCMC graduates</td>
<td>X X</td>
<td></td>
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<tr>
<td>3 or 5 year follow-up Report of Voc grads</td>
<td>X X</td>
<td></td>
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<tr>
<td>1987 Retention Report</td>
<td>X</td>
<td>X X X X X</td>
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<tr>
<td>180-day Employment Follow-up</td>
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</tr>
<tr>
<td>Employment Strategies Mock Interview</td>
<td>X</td>
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</tr>
</tbody>
</table>

### SUPPORTS

- [ ] Academic achievement
- [ ] Student development
- [ ] Program quality
- [ ] Faculty achievement
- [ ] Research & development
- [ ] Public & community service
- [ ] Special competencies
- [ ] Institutional clients
- [ ] Associate of Arts
- [ ] Associate of ADP
- [ ] General and continuing education
- [ ] Occupational preparation
- [ ] Comp. med. services
- [ ] Comp. Academic resources
- [ ] Developmental services
- [ ] Community services
<table>
<thead>
<tr>
<th>OUTCOMES ASSESSED</th>
<th>INSTITUTIONAL OUTCOMES</th>
<th>MISSION STATEMENTS/PURPOSES</th>
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</thead>
<tbody>
<tr>
<td>7-year longitudinal study</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Pre- &amp; Post-testing (reading, math)</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Pre- &amp; Post-testing (English, writing)</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Pre-nursing math skills</td>
<td>X X</td>
<td></td>
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<tr>
<td>NCLEX -- PN</td>
<td>X</td>
<td></td>
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<tr>
<td>Follow-up of AA &amp; AAS'</td>
<td>X</td>
<td></td>
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<tr>
<td>Missouri Student Achievement Study</td>
<td>X</td>
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<tr>
<td>Student Organization</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Student Activities</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>ADN Course Grading System</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Business Office, Bookstore, FA Survey</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Financial Aid to NCMC Students</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Counselors' Evaluations by students</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Ag Student Organization</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>OUTCOMES ASSESSED</td>
<td>INSTITUTIONAL OUTCOMES</td>
<td>MISSION STATEMENTS/PURPOSES</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Graduate Satisfaction</td>
<td>X</td>
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<tr>
<td>Factors related to student development</td>
<td>X</td>
<td></td>
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<tr>
<td>NCMC student leadership</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Faculty usage of critical thinking</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Student evaluation of ARC</td>
<td>X</td>
<td></td>
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<tr>
<td>Faculty evaluation by students</td>
<td>X</td>
<td></td>
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<tr>
<td>Faculty evaluation by Dean of Instruction</td>
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<td></td>
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<tr>
<td>Part-time faculty member orientation</td>
<td>X</td>
<td></td>
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<tr>
<td>Part-time faculty evaluation</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Library support for classroom instruction</td>
<td>X</td>
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<tr>
<td>ADN faculty goals</td>
<td>X</td>
<td>X</td>
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<tr>
<td>ADN/PN Interview Process</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Program Self Evaluation</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Transfer Guarantee</td>
<td>X</td>
<td>X</td>
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<td>OUTCOMES ASSESSED</td>
<td>INSTITUTIONAL OUTCOMES</td>
<td>MISSION STATEMENTS/PURPOSES</td>
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<tr>
<td>--------------------------------------------------------</td>
<td>------------------------</td>
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<tr>
<td>Employment of students while attending</td>
<td>X</td>
<td></td>
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<tr>
<td>Evaluation of new courses</td>
<td>X</td>
<td>X X X X X</td>
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<tr>
<td>Evaluation of Health Occup. courses</td>
<td>X</td>
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<td>Personnel Survey</td>
<td>X</td>
<td>X X X X X</td>
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<tr>
<td>Evaluation of faculty</td>
<td>X</td>
<td>X X X X X</td>
</tr>
<tr>
<td>Area Business &amp; Industry Survey</td>
<td>X X</td>
<td>X X X X</td>
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<tr>
<td>Labor Demand for Green Hills area</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Evening Data Processing Program survey</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Elder Hostel</td>
<td>X</td>
<td>X X X X</td>
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<tr>
<td>Health Careers Expo Evaluation</td>
<td>X</td>
<td>X X X X X</td>
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<tr>
<td>Continuing Education Program</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Area Vo-Tech articulation agreement</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Degrees to women, minorities, aliens</td>
<td>X</td>
<td>X X X X</td>
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<tr>
<td>Real Estate Seminar</td>
<td>X</td>
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</table>
# NCMC Outcomes Assessment and Accountability

## Outcomes Assessed

<table>
<thead>
<tr>
<th></th>
<th>ABE</th>
<th>Off-campus, weekend, evening courses</th>
<th>Enrollment of students by age</th>
<th>Faculty development opportunities</th>
<th>Effectiveness of NCMC personnel</th>
<th>Personnel satisfaction with NCMC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Progress Report</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Mission Statements/Purposes</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

## Institutional Outcomes

- Student Academic Achievement
- Program Quality
- Faculty Development
- Public & Community Service
- Institutional Climate

## Mission Statements/Purposes

- Associate of Arts
- Associate of App. Sci.
- General Ed.
- Occupational Retraining
- Co-op, Gen. Services
- Co-op, Academic Resources
- Developmental & Remedial
- Community Services
## NCMC Plan of Assessment

<table>
<thead>
<tr>
<th>Component</th>
<th>Time Schedule</th>
<th>Population/ Program</th>
<th>Distribution of Results</th>
<th>Use of Results</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT</td>
<td>Full-time students—prior to 2nd semester enrollment&lt;br&gt;Part-time students—prior to completion of 12 hours&lt;br&gt;All students—prior to enrollment in English I and any math courses</td>
<td>All certificate and/or degree-seeking students and anyone wishing to enroll in English I or any math class</td>
<td>Individual scores to counselors, program advisors, student services record clerk. ACT report to Administrative Council</td>
<td>For student placement in English I, any math class, and/or developmental reading. For acceptance into the ADN program. Composite data used by the dean in curricular decision</td>
<td>Dean of Student Services</td>
</tr>
<tr>
<td>Placement Tests&lt;br&gt;Math, English, Reading</td>
<td>As indicated by ACT scores</td>
<td>See ACT Placement Chart</td>
<td>ARC Director, student services file, program advisors</td>
<td>For placement in developmental classes</td>
<td>ARC Director, counselors</td>
</tr>
<tr>
<td>CAAP Exit Test&lt;br&gt;Semiannually (prior to December and May graduations)</td>
<td>AA and AAS graduates</td>
<td>Individual results to students. Composite data to Dean of Instruction and Dean of Student Services</td>
<td>Composite data used for instructional improvement</td>
<td>Administration of test—testing staff; Use of composite data—Dean of Instruction</td>
<td>Administration of test—testing staff; Use of composite data—Dean of Instruction</td>
</tr>
<tr>
<td>Institutional Climate Survey&lt;br&gt;Fall term every 3 years, Next in 1993</td>
<td>Full- and part-time faculty, staff, administration, and Board of Trustees</td>
<td>Available to full- and part-time faculty, staff, administration, and Board of Trustees</td>
<td>For instructional effectiveness and improvement of services to students</td>
<td>President</td>
<td>President</td>
</tr>
<tr>
<td>Student and Business Services Survey&lt;br&gt;Annually (Spring term)</td>
<td>Sample of students</td>
<td>Appropriate staff and supervisors</td>
<td>To improve services to students</td>
<td>Administrative Council</td>
<td>Administrative Council</td>
</tr>
<tr>
<td>Component</td>
<td>Time Schedule</td>
<td>Population/Program</td>
<td>Distribution of Results</td>
<td>Use of Results</td>
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<tr>
<td>COPS</td>
<td>On demand or as needed</td>
<td>All ADN and LPN applicants and other students as needed</td>
<td>Student, counselor, program advisors</td>
<td>To assist student in making decisions regarding college and career choices</td>
<td>Counselors</td>
</tr>
<tr>
<td>C-BASE</td>
<td>At or near completion of AA degree</td>
<td>Prospective teacher education students</td>
<td>Individual scores to student. Collective data to Dean of Student Services, and Dean of Instruction</td>
<td>Admission to Missouri teacher education programs</td>
<td>Testing staff</td>
</tr>
<tr>
<td>Missouri Real Estate Examination</td>
<td>As students complete program</td>
<td>Principles of Real Estate course completers</td>
<td>Individual scores to student. Collective data to Dean of Instruction</td>
<td>To assess course effectiveness</td>
<td>Missouri Real Estate Board</td>
</tr>
<tr>
<td>Practical Nursing Licensure Examination</td>
<td>Annually in October</td>
<td>LPN graduates</td>
<td>Individual results to student &amp; PN coordinator. Collective data to Dean of Instruction</td>
<td>To assess program effectiveness</td>
<td>Missouri State Board of Nursing</td>
</tr>
<tr>
<td>Professional Nursing Licensure Examination</td>
<td>Annually in July</td>
<td>ADN graduates</td>
<td>Individual results to student &amp; ADN director, Collective data to Dean of Instruction</td>
<td>To assess program effectiveness</td>
<td>Missouri State Board of Nursing</td>
</tr>
</tbody>
</table>

Components for Future Development by May 1992:
1. Tracking plan for developmental mathematics and English students
2. Follow-up procedure for College Success students
3. Library evaluation package

Additional Future Evaluation:
1. On-going retention study
2. Transfer GPA follow-up in cooperation with four-year colleges
<table>
<thead>
<tr>
<th>Component</th>
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</tr>
</thead>
<tbody>
<tr>
<td>3-5 Year Vocational Graduate Follow-Up</td>
<td>Time varies. Reports 3 to 5 years apart</td>
<td>Random sampling of certificate and AAS graduates</td>
<td>Dean of Instruction and program coordinators</td>
<td>To insure program effectiveness. To obtain data regarding promotion and mobility of graduates</td>
<td>Job Placement Officer</td>
</tr>
<tr>
<td>Vocational Employer Follow-Up</td>
<td>Annually</td>
<td>Random sampling of employers of NCMC vocational graduates</td>
<td>Department of Elementary &amp; Secondary Education, Dean of Instruction, and program coordinators</td>
<td>Program effectiveness</td>
<td>Job Placement Officer</td>
</tr>
<tr>
<td>Associate Degree Follow-Up</td>
<td>Fall term annually</td>
<td>Previous year associate degree graduates</td>
<td>Administrative Council, Board of Trustees, and others as appropriate</td>
<td>Improvement of instruction, services to students, and articulation</td>
<td>Dean of Student Services</td>
</tr>
<tr>
<td>Program/Department Evaluations</td>
<td>Annually according to 3-year rotation schedule. Revised schedule to begin Fall 1991</td>
<td>All departments/programs on rotating basis</td>
<td>Dean of Instruction, program/department chairs</td>
<td>Department/program effectiveness</td>
<td>Dean of Instruction</td>
</tr>
<tr>
<td>State Vocational Program Evaluation</td>
<td>Every 5 years</td>
<td>All vocational programs</td>
<td>Department of Elementary &amp; Secondary Education, faculty, staff, Administrative Council, and Board of Trustees</td>
<td>To improve vocational program effectiveness</td>
<td>Dean of Instruction</td>
</tr>
<tr>
<td>Coordinating Board for Higher Education Review</td>
<td>Periodically based on state guidelines</td>
<td>Department(s) designated by Coordinating Board for Higher Education</td>
<td>Coordinating Board for Higher Education, department chairs, Administrative Council, Board of Trustees</td>
<td>To improve instructional effectiveness</td>
<td>Dean of Instruction</td>
</tr>
<tr>
<td>Strong Interest Test</td>
<td>On demand or as needed</td>
<td>Students needing career decisions guidance</td>
<td>Student, Counselor and/or Program Advisor (by student permission)</td>
<td>To assist student in making decisions regarding college and career choices</td>
<td>Counselors</td>
</tr>
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<td>Component</td>
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<tr>
<td>Evaluation of Administrators</td>
<td>Annually</td>
<td>Staff and supervisors and others as determined by the administrator and his/her supervisor</td>
<td>Administrators, President</td>
<td>Improvement of administration and in setting administrative goals and objectives</td>
<td>Board of Trustees and President</td>
</tr>
<tr>
<td>Full-Time Faculty Evaluations</td>
<td>Periodically</td>
<td>Full-time faculty members based on faculty handbook guidelines</td>
<td>Evaluated faculty members, Dean of Instruction</td>
<td>Improvement of instructional effectiveness</td>
<td>Student evaluations conducted by Faculty Standards Committee; evaluations by peer and dean are responsibility of Dean of Instruction</td>
</tr>
<tr>
<td>Part-Time Faculty Evaluations</td>
<td>Initial term of NCMC teaching and periodically thereafter</td>
<td>All part-time and off-campus faculty</td>
<td>Part-time faculty member and Dean of Instruction</td>
<td>Improvement of institutional effectiveness</td>
<td>Dean of Instruction</td>
</tr>
<tr>
<td>Classified Staff Evaluations</td>
<td>Semiannually according to policy</td>
<td>All full-time and regular part-time classified staff</td>
<td>Staff member, his/her supervisor, and appropriate administrator</td>
<td>Improvement of job performance</td>
<td>Appropriate administrator</td>
</tr>
<tr>
<td>Faculty/Staff Participation Survey</td>
<td>Fall term every 3 years. Next in 1992</td>
<td>All personnel and Board of Trustees</td>
<td>All personnel and Board of Trustees</td>
<td>To assist in determining institutional mission fulfillment</td>
<td>Personnel office</td>
</tr>
<tr>
<td>180-Day Vocational Graduate Follow-Up</td>
<td>180 days following May graduation</td>
<td>All certificate and AAS degree recipients</td>
<td>Department of Elementary &amp; Secondary Education, Statewide Job Placement Service, Dean of Instruction, President, Board of Trustees, and program advisory committee members</td>
<td>To determine program effectiveness and for career counseling. Annual placement rates used in 5-year comparison report</td>
<td>Job Placement Officer</td>
</tr>
</tbody>
</table>