General Education and Assessment

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Associate Provost

General Education

Core + HASS + STEM + CoCurriculars = General Education Requirements

12 + 12 + 15 + 3 units = 39 credits

Designed to be distributed over a four-year undergraduate degree program
## General Education - Core

<table>
<thead>
<tr>
<th>Year</th>
<th>Requirement</th>
<th>Credits</th>
<th>Courses and Learning Goals</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>CORE</td>
<td>3</td>
<td>COMPOSITION: UN1015 Written and Oral Communication Information Literacy</td>
<td>Both are required prerequisites for 3000-4000 level HASS electives.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>GLOBAL ISSUES: UN1025 or MODERN LANGUAGE OPTION Global Literacy Information Literacy</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Goal 4 Critical and Creative Thinking</td>
<td>Courses on these lists may also be HASS electives, but can be counted only once in the Degree Audit.</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>3</td>
<td>Goal 8 Social Responsibility and Ethical Reasoning</td>
<td></td>
</tr>
</tbody>
</table>

Source: Michigan Tech's Academic Affairs webpage

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## General Education - HASS

<table>
<thead>
<tr>
<th>Year</th>
<th>Requirement</th>
<th>Credits</th>
<th>Courses and Goals</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>HASS</td>
<td>3</td>
<td>Communication or Composition (second course) Written and Oral Communication</td>
<td>Course must be on HASS or HASS Restricted lists.</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td>Humanities/Fine Arts Global Literacy Critical and Creative Thinking Communication Social Responsibility and Ethical Reasoning</td>
<td>Each course can satisfy only one requirement.</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td>Social/Behavioral Science Global Literacy Critical and Creative Thinking Communication Social Responsibility and Ethical Reasoning</td>
<td>Only 3 credits from the HASS Restricted list can be used for credit.</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td>Can be taken from any HASS List or HASS Restricted List Global Literacy Critical and Creative Thinking Communication Social Responsibility and Ethical Reasoning</td>
<td>6 credits must be upper division 3000-4000 level - UN1015 and UN1025 are prerequisites for all upper division HASS courses.</td>
</tr>
</tbody>
</table>

Source: Michigan Tech's Academic Affairs webpage
### General Education - STEM + Cocurriculars

<table>
<thead>
<tr>
<th>Year</th>
<th>Requirement</th>
<th>Credits</th>
<th>Courses and Goals</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>STEM</td>
<td>15</td>
<td>Knowledge of the Physical and Natural World</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4 credits from the Mathematics List</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2 courses from the Science List from two different disciplines, including one</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>with an associated laboratory (as part of the course or as a separate course).</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Additional courses from the Mathematics, Science or Restricted STEM lists to</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>bring credits to 15 or more</td>
<td></td>
</tr>
<tr>
<td>Cocurricular</td>
<td>3 units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>39</td>
<td></td>
</tr>
</tbody>
</table>

Source: Michigan Tech’s Academic Affairs webpage

### Assessment - Undergraduate

**Three Components**

1. General Education (by goal)
   - 6 USLGs, Goal committee administration
   - (Common rubrics)
2. Degree Programs
   - 8 USLGs + Disciplinary, Unit administration
   - (Rubrics)
3. Student Affairs and Advancement
   - 5 Student Learning Outcomes, Unit administration
Assessment – Undergraduate

General Education Assessment

AY 2013-14: Core courses only (UN1015, UN1025, Goal 4 and Goal 8)
AY 2014-15: Core + HASS
AY 2015-16: Core + HASS + STEM

Degree Program Assessment

AY 2013-14: Goal 5 (Communication) + Unit choice goal
AY 2014-15: Goal 6 (Information Literacy) + Unit choice
AY 2015-17: Goal 3 (Global Literacy) + Unit choice

Plan due fall 2016
Assessment due fall 2017
Assessment – Undergraduate

Student Affairs and Advancement Assessment

5 Student Learning Outcomes

Assess one outcome* per year

* Sometimes it aligns with the year's USLG, sometimes not.

Assessment – Undergraduate

Students engaged in programs, initiatives, and experiences offered by Student Affairs and Advancement will:

• Understand and act as ethically and civically engaged leaders.
• Develop Communication skills necessary to adapt and engage effectively in groups.
• Acquire and demonstrate personal responsibility and accountability.
• Obtain and apply intercultural knowledge to thrive in our global society.
• Exhibit a sense of pride and affinity for Michigan Tech.
Institutional Accreditation Status (Feb 2016)
Agency: Higher Learning Commission (HLC), Open Pathway
Timeline: Ten-year cycle

<table>
<thead>
<tr>
<th>2011-12</th>
<th>2015-16</th>
<th>2021-22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last Reaffirmation</td>
<td>Mid-Cycle Review</td>
<td>Next Reaffirmation</td>
</tr>
</tbody>
</table>

HLC Mid-Cycle Review – 5 Criteria for Accreditation

Criteria 1, 2, 3(B-E), and 5
- **Mission** – is clear and articulated publicly, guides operations.
  ✓ Met
- **Integrity: Ethical and Responsible Conduct** – institution acts with integrity; conduct is ethical and responsible.
  ✓ Met
- **Teaching and Learning: Quality, Resources, and Support** – high quality education, however delivered.
  ✓ Met
- **Resources, Planning, and Institutional Effectiveness** – resources, structures, and processes are sufficient to fulfill its mission; the institution plans for the future.
  ✓ Met

Criteria 3.A. and 4
- **Teaching and Learning: Quality, Resources, and Support** – degree programs are appropriate to higher education; institute articulates and differentiates learning goals for undergraduate and graduate programs.
  ➤ Met with Concerns – 1) The Graduate School template for its learning goals has the same goals that apply to undergraduate programs. 2) Neither assessment nor program reviews have been implemented at the graduate level. 3) Program reviews are not implemented for some undergraduate programs. 4) No learning goals have been established for certificates and minors.
- **Teaching and Learning: Evaluation and Improvement** – responsible for quality; evaluates effectiveness through processes to promote continuous improvement.
  ➤ Met with Concerns – At the undergraduate level, the university has demonstrated responsibility for the quality of its educational programs and evaluates their effectiveness through processes designed to promote continuous improvement. The same cannot be said at the graduate level.
Interim Report (due July 31, 2018):

Student learning outcomes assessment at all levels

• Clearly differentiate intended learning outcomes for all programs (3A & 4B)
  ❖ How are expectations for a bachelor’s different from those for a PhD?
• Implement student learning outcomes assessment for graduate programs (3A)

Comprehensive periodic program review for all programs at all levels

• Ensure all programs are reviewed on a regular schedule (4A)
  ❖ Process should involve external reviewers
• Graduate programs must set persistence and completion goals and regularly collect and analyze the data (for attrition as well) (4C)

Demonstrate data-based continuous improvements (3A)