

***Webster University  
Institutional Assessment Of The  
General Education Program  
2009-2010***

***Final Report***

Modified and Approved by the Webster University Curriculum Committee  
– March , 2011

Prepared by the General Education Assessment Task Force Gary  
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**Webster University General Education Assessment  
2009-2010**

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# **Section 1**

## **Introduction**

The responsibility to periodically assess the General Education Program at Webster University is the general responsibility of the Curriculum Committee. The current assessment process began during the 2008 –2009 academic year. The basic process involves the Curriculum Committee first discussing and approving a General Education Assessment Proposal developed by the Coordinator of General Education.

Next, the Committee selects a General Education Assessment Task Force from its membership. Included as a member of this Task Force is the Webster University Coordinator for General Education ( the Coordinator for General Education is a Ex Officio member of the Curriculum Committee). This Task Force is made up of five members. The Coordinator of General Education Chairs the General Education Assessment Task Force. The Task force works with Webster University administration, faculty , students and staff in the implementation of the assessment proposal.

The General Education Assessment Task Force began its work for the current General Education Assessment in the Fall of 2008. The first step was a delineation of duties. The approved General Education Proposal and Deliniation of Duties is found in Section 2.

This Final Document, therefore, represents the work of both the Curriculum Committee and The General Education Task Force with input from a wide variety of Webster University administrators, faculty, students and staff..

The 2009-2010 Final Document is divided into ten (10) main sections and includes this General Introduction, a statement relating General Education and the Mission of the University and an Appendix. Each Task Force member and the chair were assigned responsibilities that related to implementing the assessment process (See Section 2 for the approved assessment process) as developed by the Task Force and approved by the Curriculum Committee in Spring of 2009. The Delineation of Duties (Section 2) explains the Task Force membership responsibilities and an explanation of the basic content each of the sections of this document.

The following goals are the specific goals of this General Education assessment that relate to student and course assessment (developed from the general goals found in the proposal).

To utilize two standards of measurement (Webster's Gen. Ed. Student Assessment and the NESSE nationally recognized mode of student assessment) in the student assessment of General Education at Webster University. (Section 3)

To recognize that the professors' assessment of the student involved in each general education class is a reflection of the students' performance related to the General Education Goal Criteria of the class. (Section 3)

To assess of the general education programs ability to encourage students to take a diversity of classes. (Section 3)

The survey would assess every General Education Course offered during the academic year Fall 2009 and Spring 2010. (Section 5)

The survey assessment would be given to all professors who taught a General Education Course at any and all Webster University Campuses. (Section 5)

In the process of completing the survey, the professor is reminded that their course is coded and how the course is coded. (Section 5)

In the process of completing the survey, the professor is reminded of their responsibility in relating the learning outcomes to their students in both the syllabus and the class. (Section 5)

In the process of completing the survey, the professor is reminded that the General Education material taught in the course must be assessed in the course. (Section 5)

The professor is encouraged to consider ways in which the course and the syllabus might be improved in order to better relate General Education material to the student and assess that material. (Section 5)

The professor is given the opportunity to give their opinion concerning the General Education Program and ways in which the program might be improved. (Section 5)

The Program Director or Department Chair has the opportunity to review, in detail, the coded General Education Courses offered at their site or within their department. (Section 5)

The statistical analysis of the results of the survey allow all faculty and administration members to view the state of the General Education Program in relation to individual, site or departmental, and university wide implementation. (Section 5)

The results also offer the Curriculum Committee the opportunity to consider any recommendations for modification as suggested by the professors who teach the General Education Coded courses. (Section 5)

## **Section 2**

# **Webster University Institutional Assessment Of The General Education Program 2009-2010**

## **PROPOSAL**

Rational and Method

## **INTRODUCTION**

This Proposal has been developed by the Coordinator of the Webster University General Education Program. The proposal is submitted to the Webster University Curriculum Committee for their consideration. If this proposal is approved by the Curriculum Committee, then the committee will form the General Education Assessment Task Force. The main goal of this General Education Assessment Task Force will be the implementation of this Proposal in a timely manner.

## **RATIONAL**

The Higher Learning Commission requires a periodic assessment of the Webster University General Education Program. This assessment is done in order to determine whether the outcomes of this program meet the general education goal as stated by the Commission:

“assessment of appropriate student academic achievement in all its programs, documenting:

- completion of an identifiable and coherent undergraduate level general education component”

From: Page 14 addendum of the Handbook of accreditation , 2<sup>nd</sup> Edition – Under Criterion 3

Webster University is committed to provide the highest quality education to its students. As part of this commitment, Webster University periodically assesses the Webster University General Education Program. These assessments occur every five (5) years. The last assessment of the General Education Program was 2004-2005.

## **ASSESSMENT METHOD**

The Webster University General Education Program will be evaluated by way of multiple Assessments. There are five (5) assessment areas. They are:

First, each undergraduate student graduating from Webster University is required to complete the Webster University General Education Requirements for their area. Since this is a graduation requirement, 100% of Webster University graduates do indeed complete ‘an identifiable and coherent undergraduate level general education component’. This aspect has already been assessed by virtue of undergraduate graduation records.

A second statistical analysis will be completed and will provide Webster University with information that can validate whether the general education program has been successful in having students complete their undergraduate education with a more diverse

educational experience. The analysis will assess (this was also done in the 2004-2005 assessment) the average number of different prefix selections of students in years before the implementation of the general education program and in the years after the implementation of the general education program. This statistical analysis will address both the 9 Code GER and the School of Communication Three Category GER. The General Education Task Force will work with the appropriate Webster University personnel in this statistical analysis (for 2&3)

A third analysis of those NSSE assessment items that relate to General Education Program outcomes will also be done each time the NSSE assessment is implemented.

A fourth analysis of the General Education Student Assessment (the major student assessment) results will be included. This General Education Student Assessment was developed as a result of recommendations from the 2004-2005 General Education assessment. The first student survey was piloted in summer of 2007 and permanently implemented during the 2007-2008 Academic Year.

A fifth individual course assessment (the major curriculum assessment) will examine whether coded courses continue to meet General Education goals and learning outcomes. This assessment will also investigate whether General Education learning outcomes are related to students in their course syllabi and assessed in course evaluations. The major assessment to be done on a cyclical basis (every 5 years).

## **ORGANIZATION OF FINAL PRELIMINARY REPORT**

A final preliminary report will be generated. This report will include the following sections:

Section 1 Introduction

Section 2 General Education Assessment Proposal

Section 3 General Education Courses

Section 4 General Education and the Mission of the University

Section 5 Historical Development

Section 6 Course Approval and Assessment History

Section 7 Student Assessment

Section 8 Assessment of the General Education Program (Process)

Section 9 Assessment of the General Education Program (Results)

Section 10 Recommendations

Appendix A – Exhibits

A Final Document will be the overall objective of the Webster University General Education Assessment. This Final General Education 2009-2010 Assessment Document results when the Final Preliminary Report is approved (modified if required) by the Webster University Curriculum Committee.

### **SURVEY FORMS USED IN THE STUDENT AND CURRICULUM ASSESSMENT OF GENERAL EDUCATION**

Two survey forms are used in the assessment of General Education (student and curriculum). The first, is currently being utilized in the assessment of Webster University students who have completed the Webster University General Education Program.

The second survey will be used to attain information from faculty and department heads who are involved in either teaching or departmental administration of General Education courses.

A significant part of the assessment results will be generated from data collected from these surveys.

The two surveys are:

### **GENERAL EDUCATION STUDENT ASSESSMENT GUIDELINES AND FORMS**

**Assessment**

Each student who has completed the General Education Requirements set forth by Webster University is assessed on an ongoing basis. This assessment involves:

1. The completion of the Webster University General Education Requirements by the student. Therefore, each student is assessed individually in each General Education course completed and also assessed as to whether they completed all of the General Education Requirements necessary for graduation from Webster University.
2. Student records are assessed to decide whether our General Education Requirements provide students with a wider diversity in regard to their educational experience.
3. The continuation of the use of selected NESSE questions that relate to the 9 general education areas.
4. The completion of the General Education Student Assessment. The objectives of the General Education Student Assessment are:
  - A. Assess (via survey) student attitudes relating to each of the nine areas of knowledge that the faculty at Webster University consider essential for a well rounded university education.
  - B. Collect demographic and educational information that can be used in the statistical analysis of the results.
5. The results of these student assessments will be included as a part of the report to be presented to the Webster University Curriculum Committee.

**GENERAL EDUCATION STUDENT ASSESSMENT**

Male \_\_\_ Female \_\_\_

How many of your General Education Credits did you Complete at Webster?  
all\_\_\_ part\_\_\_ none \_\_\_\_\_

From which School or College did you Major \_\_\_\_\_ Business/Management  
\_\_\_\_\_ Arts and Science \_\_\_ Education \_\_\_\_\_ Communications \_\_\_\_\_ Fine Arts

**DIRECTIONS:** Please answer each question. Rate each answer using the rating (1-5) as explained below. Do this for each question in regard to your ability When You Entered Webster and Now.

Poor	Very Poor	Good	Very Good	Excellent
1	2	3	4	5

<u>When I</u>					
<u>Entered Webster</u>					<u>Now</u>

**CRITICAL THINKING:**

- |  |   |   |   |   |   |   |   |   |   |   |
|--|---|---|---|---|---|---|---|---|---|---|
| 1. I can systematically examine and evaluate arguments.                                      | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 2. I have the ability to examine arguments by identifying, analyzing, and evaluating claims. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |

**COMMUNICATIONS:**

- |  |   |   |   |   |   |   |   |   |   |   |
|--|---|---|---|---|---|---|---|---|---|---|
| 3. I can write and speak in a clear and concise manner.                                | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 4. I have had significant opportunities to utilize, practice, and improve my literacy. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |

**HISTORICAL CONSCIOUSNESS:**

- |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|
| 5. I can recognize causes, relationships and sequences in historical events.. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 6. I can use historical evidence.   |   |   |   |   |   |   |   |   |   |   |

**HUMANITIES:**

7. I know the difference between primary and secondary texts.	1 2 3 4 5	1 2 3 4 5
	<b>When I</b>	
	<b><u>Entered Webster</u></b>	<b><u>Now</u></b>
8. I am comfortable interpreting primary texts.	1 2 3 4 5	1 2 3 4 5
9. I can discuss multiple perspectives on themes of the human condition.	1 2 3 4 5	1 2 3 4 5
<b>VALUES:</b>		
10. I can discuss the attitudes and beliefs that underline ethical choices.	1 2 3 4 5	1 2 3 4 5
11. I can discuss the attitudes and beliefs that are relevant to individual social choices and actions.	1 2 3 4 5	1 2 3 4 5
<b>CULTURAL UNDERSTANDING:</b>		
12. I can compare different cultures within my own society.	1 2 3 4 5	1 2 3 4 5
13. I can discuss similarities and differences between cultures.	1 2 3 4 5	1 2 3 4 5
<b>ARTS APPRECIATION:</b>		
14. I have analyzed or been involved in the artistic creative process.	1 2 3 4 5	1 2 3 4 5
15. I can discuss the qualities of the varied forms of the arts.	1 2 3 4 5	1 2 3 4 5
<b>SCIENTIFIC UNDERSTANDING:</b>		
16. I can describe how theories are formed, tested and validated.	1 2 3 4 5	1 2 3 4 5
17. I can describe the difference between scientific and nonscientific reasoning.	1 2 3 4 5	1 2 3 4 5
<b>MATHEMATICS:</b>		
18. I can reason logically.	1 2 3 4 5	1 2 3 4 5
19. I can judge the role of mathematical reasoning in real-life situations.	1 2 3 4 5	1 2 3 4 5

GENERAL EDUCATION COURSE ASSESSMENT  
GUIDELINES AND FORMS

**Assessment**

Each course that is coded for General Education will be assessed (via survey). This assessment will include:

1. The course syllabus
  
3. The completion of the General Education Course Assessment. The objectives of the General Education Course Assessment are:
  - A. Assess, from the instructors/assessors opinion of the course, whether the course meets the General Education Criteria for its code.
  
  - B. Assess, from the syllabus, how the syllabus relates to the student the General Education Course Learning Outcomes. Relate how student achievement of General Education Course Learning Outcomes is assessed in the course.
  
  - C. Assess how the syllabus could be improved in regard to relating General Education Course Learning Outcomes and assessment of these learning outcomes.
  
  - D. Have the faculty supervisor review and approve each survey.
  
3. These assessments should then be sent to The Curriculum Committee (General Education Task Force) no later then .....

# GENERAL EDUCATION COURSE ASSESSMENT

COURSE PREFIX, NUMBER & SECTION \_\_\_\_\_

COURSE NAME \_\_\_\_\_

GENERAL EDUCATION CODE 1 \_\_\_\_\_

GENERAL EDUCATION CODE 2 \_\_\_\_\_

INSTRUCTOR/ASSESSOR \_\_\_\_\_

DATE \_\_\_\_\_

**DIRECTIONS : PLEASE READ CAREFULLY AND CHECK (X) ALL THAT APPLY. USE THE ATTACHED GENERAL EDUCATION CODE CRITERIA AND YOUR COURSE SYLLABUS IN COMPLETING THIS ASSESSMENT.**

**A. RELATE HOW THIS COURSE (IN YOUR OPINION) MEETS THE GE LEARNING OUTCOME CRITERIA FOR ITS CODE(S). CHECK ALL THAT APPLY**

	CODE 1	CODE 2
INSTRUCTOR LECTURE/PRESENTATION	_____	_____
READING REQUIREMENTS	_____	_____
WRITTEN REQUIREMENTS	_____	_____
EXAMS	_____	_____
COURSE DISCUSSION/ACTIVITY	_____	_____
REQUIRED OUT OF CLASS ASSIGNMENTS	_____	_____
/EXPERIENCES	_____	_____

**B. INDICATE HOW THE SYLLABUS FOR THIS COURSE RELATES TO THE STUDENT THE GEN. ED. COURSE LEARNING OUTCOME CRITERIA AND INDICATE HOW STUDENT ACHIEVEMENT OF GEN. ED. LEARNING OUTCOME CRITERIA WILL BE MEASURED (REMEMBER TO INCLUDE A COPY OF THE COURSE SYLLABUS.) CHECK ALL THAT APPLY.**

**GEN ED LEARNING OUTCOME CRITERIA FOR THE CODE(S) ARE RELATED ON THE SYLLABUS IN:**

	CODE 1	CODE 2
COURSE DESCRIPTION	_____	_____
COURSE OBJECTIVES/OUTCOMES	_____	_____
PROCESS OF THE COURSE	_____	_____
OTHER _____		

STUDENT ACHIEVEMENT OF GEN. ED. LEARNING OUTCOME CRITERIA ARE MEASURED WITHIN:

	CODE 1	CODE 2
EXAMS	_____	_____
PAPERS	_____	_____
PORTFOLIOS	_____	_____
CLASS EXERCISES	_____	_____
OTHER _____		

C. HOW COULD YOU IMPROVE THIS SYLLABUS IN ORDER TO BETTER INSURE THAT THE GENERAL EDUCATION COURSE LEARNING OUTCOME CRITERIA ARE CLEARLY STATED ON THE SYLLABUS AND MEASURED IN THE COURSE? CHECK ALL THAT APPLY.

GEN ED LEARNING OUTCOME CRITERIA FOR THE CODE(S) WILL BE RELATED ON THE SYLLABUS IN:

	CODE 1	CODE 2
COURSE DESCRIPTION	_____	_____
COURSE OBJECTIVES/OUTCOME	_____	_____
PROCESS OF THE COURSE	_____	_____
OTHER _____		

STUDENT ACHIEVEMENT OF GEN. ED. LEARNING OUTCOME CRITERIA WILL BE MEASURED BY:

	CODE 1	CODE 2
EXAMS	_____	_____
PAPERS	_____	_____
PORTFOLIOS	_____	_____
CLASS EXERCISES	_____	_____
OTHER _____		

**DEPARTMENT CHAIR VERIFICATION**

I approve this assessment and verify that this Gen. Ed. Course continues to meet the learning outcome criteria for its Code (s)

Department Chair (Signed) \_\_\_\_\_

Approved by the Curriculum Committee and Academic Affairs 00/00

## **GENERAL EDUCATION LEARNING OUTCOME CRITERIA**

### **GENERAL EDUCATION LEARNING OUTCOME: CRITICAL THINKING**

**DEFINITION:** A systematic method of examining and evaluating arguments.

### **LEARNING OUTCOME CRITERIA FOR A CRITICAL THINKING COURSE OR EXPERIENCE:**

- Student learns a systematic approach to thinking
- Student learns how to examine arguments by identifying, analyzing, and evaluating claims and the evidence offered in support of these claims
- Student learns about inquiry process, not content
- Student learns through active participation

### **GENERAL EDUCATION LEARNING OUTCOME: COMMUNICATIONS**

**DEFINITION:** Writing and speaking, which are clear, concise and accurate when conveyed to a broad audience.

### **LEARNING OUTCOME CRITERIA FOR A COMMUNICATIONS COURSE OR EXPERIENCE:**

- Student learns a systematic approach to written or oral communications in English
- Student learns how to utilize, practice, and improve these components of literacy

### **GENERAL EDUCATION LEARNING OUTCOME: HISTORICAL CONSCIOUSNESS**

**DEFINITION:** Recognition of causes, relationships and sequences within seemingly random social and historical events.

### **LEARNING OUTCOME CRITERIA FOR A HISTORICAL CONSCIOUSNESS COURSE OR EXPERIENCE:**

- Student learns to imbue facts within their human contexts
- Student learns to examine multiple causality in events
- Student learns about establishing a sense of sequence
- Student learns to utilize historical evidence

### **GENERAL EDUCATION LEARNING OUTCOME: HUMANITIES**

**DEFINITION:** Analysis of the themes of human experiences through the legacy of great works and ideas.

### **LEARNING OUTCOME CRITERIA FOR A HUMANITIES COURSE OR EXPERIENCE:**

- Student learns to utilize original works or texts instead of secondary interpretations
- Student learns about multiple perspectives on themes of the human condition

**GENERAL EDUCATION LEARNING OUTCOME: VALUES**

**DEFINITION:** Critical reflection on the attitudes and beliefs relevant to individual and social choices and actions.

**LEARNING OUTCOME CRITERIA FOR A VALUES COURSE OR EXPERIENCE:**

- Student learns a wide range of normative standards for ethical choices
- Student is able to articulate and critique the attitudes and beliefs that underlie ethical choices

**GENERAL EDUCATION LEARNING OUTCOME: CULTURAL UNDERSTANDING**

**DEFINITION:** Examination and comparison of international and/or diverse cultures

**LEARNING OUTCOME CRITERIA FOR A CULTURAL UNDERSTANDING COURSE OR EXPERIENCE**

- Student learns about global or international perspectives, or learns about comparative study of different cultures within one's own society
- Student learns to reflect on his/her own culture in light of another culture
- Student learns about difference and similarity among cultures.

**GENERAL EDUCATION LEARNING OUTCOME: ARTS APPRECIATION**

**DEFINITION:** Recognition of artistic expressions gained through analysis, reflection or practical experience.

**LEARNING OUTCOME CRITERIA FOR AN ARTS APPRECIATION COURSE OR EXPERIENCE.**

- Student learns the languages and the formal qualities of the varied forms of the arts
- Student learns through active observation, participation and response
- Student learns about the creative process

**GENERAL EDUCATION LEARNING OUTCOME: SCIENTIFIC UNDERSTANDING**

**DEFINITION:** Analysis of concepts of a scientific discipline and its methods, limitations, and impact in the modern world.

**LEARNING OUTCOME CRITERIA FOR A SCIENTIFIC UNDERSTANDING COURSE OR EXPERIENCE:**

- Student learns how theories are formed, tested and validated
- Student learns To discriminate between conclusions developed from the application of scientific and of nonscientific reasoning
- Student learns how to differentiate between observation and inferences, and between accidental discovery and the scientific method.

**GENERAL EDUCATION LEARNING OUTCOME: MATHEMATICS**

**DEFINITION:** Recognition of the value and beauty of mathematics as well as the ability to appraise and use quantitative data.

**LEARNING OUTCOME CRITERIA FOR A MATHEMATICS COURSE OR EXPERIENCE:**

- Student learns to explore, conjecture and reason logically
- Student learns a variety of mathematical methods effectively to solve non routine problem
- Student learns to judge the role of mathematical reasoning in real-life situations
- Student learns to communicate mathematically.

## **WEBSTER UNIVERSITY INSTITUTIONAL ASSESSMENT OF THE GENERAL EDUCATION PROGRAM-TASK FORCE-BASIC PROCESS AND TIMELINE**

A task force of 4 members of the Curriculum Committee and the Coordinator of the Webster University General Education Program (ex officio) will serve to:

1. Work with the Administration in the implementation of the five (5) areas of assessment. This implementation will primarily occur in the 2009-2010 academic year. The General Education Assessment Task Force will begin work in Spring of 2009. The 2009-2010 General Education Assessment Proposal will be presented to the Webster University Curriculum Committee for their consideration and approval in Fall of 2008.
2. Develop a preliminary report by October of 2010, which will include
  - a. A narrative of the historical development of the General Education Program including how the General Education Program relates to the overall Mission of Webster University.
  - b. A narrative of the history of assessment of General Education Courses by the Department, Curriculum Committee and the current assessment process.
  - c. An overview of the results of the four assessment areas with introductory narratives relating the rationale for each.
  - d. Recommendations.
3. The Curriculum committee will discuss and modify the preliminary report as needed. (Fall, 2010)
4. Copies of the Final Report (as approved by the Curriculum Committee) will be distributed to Academic Affairs and the full faculty in Spring of 2011.
5. Follow up steps (recommendations) will be determined by the Curriculum Committee. (beginning Fall, 2011)

## **DELINEATION OF DUTIES FOR GENERAL EDUCATION ASSESSMENT TASK FORCE**

### **Chair - Introduction and Section 6 (Gary Kannenberg)**

Write a General Introduction to the Assessment Document

Write a narrative explaining how the General Education Program relates to the overall Mission of Webster University.

Be responsible for including the recommendations for future assessment (From Curriculum Committee) in the final document.

Responsible for combining all sections into the Final Document.

Help provide information to other committee member that relate to their duties

**Consult various Faculty Members for relevant information.**

Include Title of Section page and introduction with rational

### **Member - Section 1 and Section 2 ()**

Write a narrative of the historical development of the General Education Program

Write a narrative of the history of the approval process for General Education Courses by the Department, Curriculum Committee and the current Gen. Ed. approval process.

Include information on any faculty retreats/discussions that relate to Gen. Ed.. assessment and any previous assessment initiatives/discussions including the development of the current assessment process (include the current approved assessment document).

**Consult various Faculty Members for relevant information.**

Include Title of Section page and introduction with rational

Member - **Section 3 ()**

Select and analyze those NESSE and RAND assessment items that relate to General Education Program goals

Oversee the analysis of this data (**Through academic affairs**).

Initiate a second statistical which will provide Webster University with information that can validate whether the general education program has been successful in having students complete their undergraduate education with a more diverse educational experience. The analysis would assess the average number of different prefix selections of students in years before the implementation of the general education program and in the years after the implementation of the general education program. This statistical analysis will address both the 9 Code GER and the School of Communication Three Category GER. The member will work with **appropriate Institutional Research and Assessment personnel at Webster University** in this statistical analysis.

Written narrative explaining that successful completion of each required Gen. Ed. Is a strong indication that the student has attained the Gen. Ed. Goals for that course. Also note the student assessment process for waving Gen. Ed. Requirements (transfer students)

Include Title of Section page and introduction with rational.

Member - **Section 4 ()**

Individual course assessment (the major assessment)will examine whether coded courses continue to meet GER goal and assess students in regard to attaining these goals (Outcomes). **Through academic affairs**.

1. Face letter – Introduction/Explanation
2. Distribution/Collection of the Survey
3. Follow-up (With Chairs to have them encourage all adj. And full time faculty to complete Survey.

Include Title of Section page and introduction with rational.

Member - **Section 5 ()**

Individual course assessment (the major assessment) will examine whether coded courses continue to meet GER goal and assess students in regard to attaining these goals (Outcomes). **Work with appropriate Institutional Research and Assessment personnel at Webster University**

1. By department analysis (item)
2. By school/college analysis (item)
3. Overall analysis (item)
4. Adj. Vs. Full time faculty results

Include Title of Section page and introduction with rationale.

## **Section 3**

### **General Education Courses**

## The Current General Education Courses Offered

The following pages include the courses currently offered in the General Education Courses offered at Webster University (not including the General Education Courses Accepted by the School of Communications General Education Program). The courses are listed by 1. Educational Goal 2. By Alpha-Numeric Listing 3. A General Education Coding Analysis by Department.

### GENERAL EDUCATION COURSE CODING

Listing by Education Goal

March 3, 2005

#### COURSES WITH CRITICAL THINKING CODE:

ANSO	1020	Social Issues (VAL)
ANSO	2550	Dynamics of Decision-Making
ANSO	2710	The Sociology of Education (VAL)
COSC	1570	Math For Comp Science I (MTH)
COSC	1580	Math For Comp Science II (MTH)
COSC	2810	Systems Analysis and Design
EDUC	2800	Foundations in Education (VAL)
EDUC	3150	Education in a Diverse Society (VAL)
FILM	2160	Intro to Film Theory & Criticism (ART)
HIST	2600	Methods of Research
INTL	3600	Methods of Political Inquiry
LEGL	4460	Methods of Legal Research and Writing I (COM)
MATH	1580	Formal Logic (MTH)
MATH	1610	Calculus I (MTH)
MEDC	1630	Media Literacy (COM)
PHIL	1010	Introduction to Critical Thinking
PHIL	1100	Introduction to Philosophy (HUM)
PHIL	1600	Introduction to Formal Logic (MTH)
PHIL	2010	Informal Logic (COM)
PHIL	2320	Contemporary Moral Problems (VAL)
POLT	1550	Intro to Pltcl Argumntn/Debate (COM)
PSYC	2100	Psychology of Adjustment (VAL)
PSYC	2550	Dynamics of Decision-Making
RELG	1080	Thinking Through Religions (VAL)
RELG	3050	Philosophy of Religion (VAL)
WOMN	1010	Intro to Women's Studies (VAL)

#### COURSES WITH COMMUNICATIONS CODE:

EDUC	2110	Communication in Education
GNST	2200	Transfer Student Seminar
JOUR	1030	Fundamentals of Reporting
LEGL	4460	Methods of Legal Research and Writing I (CRI)
MEDC	1010	Introduction to Mass Communications
MEDC	1050	Introduction to Media Writing
MEDC	1630	Media Literacy (CRI)

PHIL	2010	Informal Logic (CRI)
POLT	1000	Topics in Politics
POLT	1550	Intro to Ptcl Argmntn/Debate (CRI)
SPCM	1040	Public Speaking
WRIT	1010	Composition
WRIT	1020	Advanced Composition (Europe only)
WRIT	2000	Writing Practicum
WRIT	2072	Writing for Change
WRIT	2090	Writing In the Workplace
WRIT	2400	Introduction to Professional Writing
WRIT	3100	Report and Proposal Writing

**COURSES WITH HISTORICAL CONSCIOUSNESS CODE:**

ANSO	1080	Human Evolution (CUL)
ANSO	1090	Topics in Geography (CUL)
ANSO	2040	North American Indians: Pre-Columbian to 1870 (CUL)
ANSO	2050	North American Indians: 1870 to the Present (CUL)
ARHS	2210	History of Western Art (ART)
ARHS	2320	Intro to Asian Art (CUL)
ARHS	2350	Intro Topics in Art History (ART)
ARHS	3390	Art and Art Cultures (CUL)
BJRN	2070	History of Broadcasting
BUSN	3100	Issues: Hist of Amrcn Technology
ENGL	1510	Major Dramatists I (HUM)
ENGL	1520	Major Dramatists II (HUM)
ENGL	2020	Major British Writers I (HUM)
ENGL	2030	Major British Writers II (HUM)
ENGL	2040	Major U.S. Writers (HUM)
FILM	2050	History of Film
FILM	2060	Modern World Cinema
FORL	4150	Contemporary Issues (CUL)
FREN	3150	French Civilization (CUL)
GNST	1400	Civilization and the Arts (HUM)
GNST	2500	Honors Seminar: Written in Red Ink
HIST	1010	Topics in History
HIST	1100	World Civilization (HUM)
HIST	1150	History of Popular Culture
HIST	1300	Revolutionary America (VAL)
HIST	1310	Nineteenth Century America (VAL)
HIST	1320	Twentieth Century United States
HIST	1500	American Studies
HIST	2000	Social History (VAL)
HIST	2060	Gender and Family (VAL)
HIST	2080	History of Disease and Medicine
HIST	2130	Refugee and Migration Movements (VAL)
HIST	2200	History of Medieval Society (HUM)
HIST	2210	Renaissance and Reformation (HUM)
HIST	2220	Modern Europe
HIST	2250	History of Russia (CUL)
HIST	2280	History of England (HUM)
HIST	2310	Encounters with History
HIST	2320	African-American History (VAL)
HIST	2340	History of American Bus and Mngt
HIST	2400	Modern Asia (CUL)
HIST	2550	History of the Consumer Society (VAL)
HRTS	1100	Understanding Human Rights (VAL)
INTL	1500	The World System Since 1500
ISTL	2450	20 <sup>th</sup> Century Latin America (CUL)
JOUR	2360	Hstry/Prin of Amrcn Journalism
MNGT	2340	History of American Bus and Mngt

**COURSES WITH HISTORICAL CONSCIOUSNESS CODE:**

MUSC	2030	Survey of Music History I (ART)
MUSC	2040	Survey of Music History II (ART)
MUSC	3170	Jazz History I (CUL)
MUSC	3180	Jazz History II (CUL)
MUTH	1030	History American Musical Theatre (ART)
PHIL	2300	Social and Political Philosophy (HUM)
PHIL	2310	Intro to Scientific Understanding (SCI)
PHIL	2510	Philosophic Classics: Ancient Greece/Rome (HUM)
PHIL	2520	Philosophic Classics: Early Modern Europe (HUM)
PHIL	2540	American Philosophy
PHOT	2040	History of Photography
RELG	1060	World Religions (HUM)
RELG	2200	Renaissance & Reformation
SPAN	3150	Cult/Civ Spnsh Spkng Wrld (CUL)
THEA	2030	History of Theatre: Greeks to Restoration (ART)
THEA	2040	History of Theatre: 18th Cent to Modern (ART)

**COURSES WITH HUMANITIES CODE:**

ARHS	2200	Current Art (ART)
ART	1000	Introduction to Studio Art (ART)
ART	1050	Art Appreciation (ART)
ECON	4900	History of Economic Thought
ENGL	1030	Introduction to Literature
ENGL	1050	Introduction to American Literature
ENGL	1510	Major Dramatists I (HST)
ENGL	1520	Major Dramatists II (HST)
ENGL	2020	Major British Writers I (HST)
ENGL	2030	Major British Writers II (HST)
ENGL	2040	Major U.S. Writers (HST)
ENGL	2110	Perspectives (CUL)
ENGL	2210	Literature Into Film (ART)
ENGL	2250	Literary London (London Campus Only)
FREN	3250	Intro to French Literature (CUL)
FREN	4250	Topics in Literature (CUL)
FREN	4650	Advanced Topics (CUL)
GNST	1400	Civilization and the Arts (HST)
GNST	2004	Topics in Liberal Arts (Humanities)
GRMN	3250	Intro to German Literature (CUL)
GRMN	4250	Topics in Literature (CUL)
HIST	1100	World Civilization before 1500 (HST)
HIST	2200	History of Medieval Society (HST)
HIST	2210	Renaissance and Reformation (HST)
HIST	2280	History of England (HST)
HIST	3000	Ideas in Hstry: Hstry of Econ Thght

**COURSES WITH HUMANITIES CODE:**

INTL	2030	International Law (CUL)
INTL	2680	Intl Relations: Political Theories (VAL)
LEGL	2400	Introduction to Law
MEDC	3150	Topics: Religion & Media
PHIL	1100	Introduction to Philosophy (CRI)
PHIL	2300	Social/Political Philosophy (HST)
PHIL	2510	Philosophic Classics: Ancient Greece/Rome (HST)
PHIL	2520	Philosophic Classics: Early Modern Europe (HST)
POLT	1070	Intro to Political Theory (VAL)
POLT	2400	Introduction to Law
RELG	1060	World Religions (HST)
RELG	2030	Contemporary Topics
RELG	2070	Intro to Religions of the East (CUL)
RELG	2080	Intro to Western Religions (CUL)
RELG	2100	Religion and Literature
RELG	3100	Hinduism (CUL)
RELG	3120	Buddhism (CUL)
RELG	3130	Religions of China and Japan (CUL)
RELG	3180	Judaism (CUL)
RELG	3190	Christianity (CUL)
RELG	3200	Islam (CUL)
RELG	3210	African Religions (CUL)
SPAN	3250	Introduction to Literature (CUL)
SPAN	4250	Topics in Literature (CUL)
SPAN	4650	Topics in Literature (CUL)
THEA	1050	Theatre Appreciation (ART)

**COURSES WITH VALUES CODE:**

ANSO	1010	Introduction to Sociology (CUL)
ANSO	1020	Social Issues (CRI)
ANSO	1070	Intro to Cultural Anthropology (CUL)
ANSO	2000	Issues in Contemporary Society
ANSO	2030	Culture and Communication (CUL)
ANSO	2650	Nonverbal Behavior
ANSO	2710	The Sociology of Education (CRI)
BUSN	4300	Business Ethics
EDUC	2550	Student Literacy Corps (CUL)
EDUC	2800	Foundations in Education (CRI)
EDUC	2900	The Exceptional Individual
EDUC	3150	Education in a Diverse Society (CRI)
ENGL	1060	Protest Literature (CUL)
ENGL	3140	Women Create Women
ETHC	1000	Issues and Problems in Ethics
GNST	2005	Topics in Liberal Arts (Values)
HIST	1300	Revolutionary America (HST)
HIST	1310	Nineteenth Century America (HST)
HIST	2000	Social History (HST)
HIST	2060	Gender and Family (HST)
HIST	2130	Refugee and Migration Movements (HST)
HIST	2320	African-American History (HST)
HIST	2550	History of the Consumer Society (HST)
HLSC	1310	Iss in Biology: Wellness/Healthy Life
HLSC	3200	Issues in Women's Health
HRTS	1100	Understanding Human Rights (HST)
INTL	2620	Ideological Influences in Intl Relations
INTL	2650	The Politics of Peace
INTL	2680	Intl Relations: Political Theories (HUM)
LEGL	2080	Topics in Law: Race, Gender and Justice
LEGL	2080	Topics in Law: Law and Poverty
LEGL	2080	Topics in Law: Crime
LEGL	2080	Topics in Law: Women and Law
LEGL	2080	Topics in Law: Juvenile Law (CUL)
LEGL	3000	Legal Ethics
MEDC	2200	Ethics in the Media
MEDC	2800	Cultural Diversity in Media (CUL)
MEDC	3800	Studies in Cultural Diversity
PHIL	2050	Philosophy of Education (CUL)
PHIL	2080	Topic:Social Implctns of Artfcl Intlgn (SCI)
PHIL	2110	Introduction to Ethics
PHIL	2320	Contemporary Moral Problems (CRI)
PHIL	2330	Philosophy & Technology
PHIL	2340	Medical Ethics
PHIL	2360	Environmental Ethics

**COURSES WITH VALUES CODE:**

POLT	1060	Introduction to American Politics
POLT	1070	Intro to Political Theory (HUM)
POLT	1080	Introduction to Comparative Politics (CUL)
POLT	1750	State and Local Government
POLT	2050	Contemporary American Politics
POLT	2060	Politics and Gender
POLT	2070	Politics and Race (CUL)
POLT	2250	Politics in the Industrialized World (CUL)
POLT	2500	Interdisciplinary Approach to Politics
POLT	2550	The Politics of Development (CUL)
PSYC	2000	Issues in Contemporary Psychology
PSYC	2100	Psychology of Adjustment (CRI)
PSYC	2200	Child Psychology (SCI)
PSYC	2250	Adolescent Psychology (SCI)
PSYC	2300	Human Development (SCI)
PSYC	2400	Educational Psychology (SCI)
PSYC	2650	Nonverbal Behavior
RELG	1000	Roots of Religion
RELG	1040	Phenomena (CUL)
RELG	1050	Experience and Values
RELG	1080	Thinking Through Religions (CRI)
RELG	2050	Religion and Human Values
RELG	2150	Existence and Meaning (CUL)
RELG	2450	Death and Dying
RELG	2500	Gender, Culture and Religion (CUL)
RELG	3050	Philosophy of Religion (CRI)
RELG	4310	Business Ethics
WOMN	1010	Introduction to Women's Studies (CRI)

**COURSES WITH CULTURAL UNDERSTANDING CODE:**

ANSO	1010	Introduction to Sociology (VAL)
ANSO	1070	Intro to Cultural Anthropology (VAL)
ANSO	1080	Human Evolution (HST)
ANSO	1090	Topics in Geography (HST)
ANSO	2030	Culture and Communication (VAL)
ANSO	2040	North American Indians: Pre-Columbian to 1870 (HST)
ANSO	2050	North American Indians: 1870 to the Present (HST)
ARHS	2320	Intro to Asian Art (HST)
ARHS	3390	Art and Art Cultures (HST)
EDUC	2550	Student Literacy Corps (VAL)
ENGL	1060	Protest Literature (VAL)
ENGL	2110	Perspectives (HUM)
ESLG	1000	Beginning English as a Second Language
ESLG	2000	Intermediate English as a Second Language
ESLG	3070	Advanced Intensive English
ESLG	3150	Cult/Civilztn of English Spkng World
ESLG	3170	Advanced Discussion Skills
ESLG	3230	Adv Reading/Writing Skills Level I
ESLG	3240	Adv Reading/Writing Skills Level II
ESLG	3310	Advanced Language Skills
ESLG	4000	Advanced English as a Second Language
ESLG	4250	Research Writing/Library Skills
FILM	3160	Topics in Film Studies (ART)
FORL	1090	Elementary Language: Level I
FORL	1100	Elementary Language: Level II
FORL	1170	Elementary Conversation
FORL	2000	Study Abroad Intermediate
FORL	2090	Intermediate Language: Level I
FORL	2100	Intermediate Language: Level II
FORL	2150	Topics in Culture
FORL	2610	Intermediate Language: Readings
FORL	3550	Foreign Language Practicum
FORL	4000	Study Abroad Advanced
FORL	4050	Translation
FORL	4150	Contemporary Issues (HST)
FORL	4600	Seminar
FREN	1070	Intnsy Intro to French: Level I
FREN	1080	Intnsy Intro to French: Level II
FREN	1090	Elementary French: Level I
FREN	1100	Elementary French: Level II
FREN	2090	Intermediate French: Level I
FREN	2100	Intermediate French: Level II
FREN	2170	Intermed Conversational French
FREN	3090	Advanced French
FREN	3150	French Civilization (HST)
FREN	3250	Intro to French Literature (HUM)
FREN	4090	Topics in Advanced Language

**COURSES WITH CULTURAL UNDERSTANDING CODE:**

FREN	4170	Advanced Conversational French
FREN	4250	Topics in Literature (HUM)
FREN	4650	Advanced Topics (HUM)
GNST	2006	Topics in Liberal Arts (Cultural Understanding)
GRMN	1070	Intnsv Intro to German: Level I
GRMN	1080	Intnsv Intro to German: Level II
GRMN	1090	Elementary German: Level I
GRMN	1100	Elementary German: Level II
GRMN	2090	Intermediate German: Level I
GRMN	2100	Intermediate German: Level II
GRMN	2170	Intermed Conversational German
GRMN	3090	Advanced German: Level I
GRMN	3150	Cult & Civ of German-Speaking Countries
GRMN	3250	Intro to German Literature (HUM)
GRMN	4170	Advanced Conversational German
GRMN	4250	Topics in Literature (HUM)
HIST	2250	History of Russia (HST)
HIST	2400	Modern Asia (HST)
HIST	2420	History of Africa
HIST	2440	History of Latin America
HLSC	3100	Diversity in Health
INTL	2030	International Law (HUM)
INTL	2630	New States in World Politics
ISTL	1000	Intro to International Studies
ISTL	2450	20 <sup>th</sup> Century Latin America (HST)
ITAL	1090	Elementary Italian: Level I
ITAL	1100	Elementary Italian: Level II
ITAL	2090	Intermediate Italian: Level I
ITAL	2100	Intermediate Italian: Level II
LATN	1090	Elementary Latin
LATN	2090	Intermediate Latin
LEGL	2080	Topics in Law: Juvenile Law (VAL)
MEDC	2800	Cultural Diversity in Media (VAL)
MULC	2010	American Cultural Pluralism
MUSC	1070	Topic: Intro to World Music (ART)
MUSC	1070	Topic: African-Amrcn Mus Exp (ART)
MUSC	1070	Topic: Rltnshp Indian/Wstrn Music (ART)
MUSC	1070	Topic: Music & Spirituality (ART)
MUSC	3170	Jazz History I (HST)
MUSC	3180	Jazz History II (HST)
PHIL	2050	Philosophy of Education (VAL)
POLT	1050	Intro to International Politics
POLT	1080	Intro to Comparative Politics (VAL)
POLT	2070	Politics and Race (VAL)
POLT	2250	Politics in the Industrialized World (VAL)
POLT	2550	The Politics of Development (VAL)
RELG	1040	Phenomena (VAL)
RELG	2070	Intro to Religions of the East (HUM)
RELG	2080	Intro to Western Religions (HUM)

**COURSES WITH CULTURAL UNDERSTANDING CODE:**

RELG	2150	Existence and Meaning (VAL)
RELG	2350	Sacred Texts
RELG	2400	Religion and the Arts (ART)
RELG	2420	Religion and Culture
RELG	2500	Gender, Culture and Religion (VAL)
RELG	3100	Hinduism (HUM)
RELG	3120	Buddhism (HUM)
RELG	3130	Religions of China and Japan (HUM)
RELG	3180	Judaism (HUM)
RELG	3190	Christianity (HUM)
RELG	3200	Islam (HUM)
RELG	3210	African Religions (HUM)
SPAN	1070	Intnsv Intro to Spanish: Level I
SPAN	1080	Intnsv Intro to Spanish: Level II
SPAN	1090	Elementary Spanish: Level I
SPAN	1100	Elementary Spanish: Level II
SPAN	2090	Intermediate Spanish: Level I
SPAN	2100	Intermediate Spanish: Level II
SPAN	2170	Intermed Conversational Spanish
SPAN	2250	La cocina espanola e hispanoamericana
SPAN	3090	Advanced Spanish: Level I
SPAN	3100	Advanced Spanish: Level II
SPAN	3150	Cult/Civ of Spnsh Spkng Wrld (HST)
SPAN	3250	Introduction to Literature (HUM)
SPAN	4090	Topics in Advanced Language
SPAN	4170	Advanced Conversational Spanish
SPAN	4250	Topics in Literature (HUM)
SPAN	4650	Advanced Topics (HUM)

**COURSES WITH ARTS APPRECIATION CODE:**

ARHS	2200	Current Art (HUM)
ARHS	2210	History of Western Art (HST)
ARHS	2350	Intro Topics in Art History (HST)
ART	1000	Introduction to Studio Art (HUM)
ART	1050	Art Appreciation (HUM)
DANC	1010	Ballet I
DANC	1030	Dance as an Art Form
DANC	1090	Jazz I
DANC	1110	Modern Dance I
DANC	1230	Tap Dance I
DANC	2010	Ballet II
DANC	2090	Jazz II
DANC	2110	Modern Dance II
ENGL	2150	Creative Writing: Poetry
ENGL	2160	Creative Writing: Fiction
ENGL	2170	Creative Writing: Drama

**COURSES WITH ARTS APPRECIATION CODE:**

ENGL	2210	Literature Into Film (HUM)
ENGL	3010	Playwriting
FILM	1800	Film Appreciation
FILM	2160	Intro Film Thry/Crit (CRI)
FILM	3160	Topics in Film Studies (CUL)
MEDC	1500	Applied Media Aesthetics
MUSC	1000	Fundamentals of Musicianship
MUSC	1010	Music Theory I
MUSC	1050	Introduction to Music Appreciation
MUSC	1070	Topics in Music
MUSC	1070	Topic: Intro to World Music (CUL)
MUSC	1070	Topic: African-American Mus Exp (CUL)
MUSC	1070	Topic: Rltnshp Indian/Wstrn Mus (CUL)
MUSC	1070	Topic: Music & Spirituality (CUL)
MUSC	2000	Applied Music: Sec and Non-Major Inst
MUSC	2001	Applied Music: Sec/Non-Major Piano
MUSC	2002	Applied Music: Sec/Non-Major Voice
MUSC	2030	Survey of Music History I (HST)
MUSC	2040	Survey of Music History II (HST)
MUSC	2500	Applied Music: Sec and Non-Major Inst
MUSC	2501	Applied Music: Sec/Non-Major Piano
MUSC	2502	Applied Music: Sec/Non-Major Voice
MUSC	4900	WU Choral Club
MUSC	4910	WU Chorale
MUSC	4920	WU Choral Society
MUSC	4930	WU Camerata Singers
MUSC	4940	The WU Symphony
MUSC	4950	Chamber Music
MUSC	4960	Jazz Ensemble
MUSC	4970	WU Big Band
MUSC	4980	Wind Ensemble
MUSC	4990	Opera Studio
MUTH	1030	Hstry of Amrcn Mus Thtre (HST)
RELG	2400	Religion and the Arts (CUL)
THEA	1030	Introduction to Theatre
THEA	1050	Theatre Appreciation (HUM)
THEA	2030	History: Greeks to Restoration (HST)
THEA	2040	History: 18th Century to Modern (HST)
THEA	3030	Topics in Theatre
THEA	3040	Topics in Theatre

**COURSES WITH SCIENTIFIC UNDERSTANDING CODE:**

BIOL	1010	Human Biology
BIOL	1020	Biology of Animals
BIOL	1030	Biology of Plants
BIOL	1040	Human Genetics
BIOL	1318	Issues in Biology
BIOL	1550	Essentials of Biology I
BIOL	1610	Anatomy and Physiology I
BIOL	1620	Anatomy and Physiology II
BIOL	2300	Plant Form and Function
BIOL	2320	Animal Form and Function
BIOL	3050	Genetics
BIOL	3120	Microbiology
BIOL	3200	Ecology
BUSN	2750	Introduction to Statistics (MTH)
CHEM	1030	Introduction to Chemistry
CHEM	1100	General Chemistry I
CHEM	2100	Organic Chemistry I
CHEM	3200	Physical Chemistry
GNST	1308	Technology, Science and Society
GNST	3500	Liberal Arts Seminar: Strategies for a Healthy Planet
PHIL	2080	Topic: Social Implications of Artificial Intelligence (VAL)
PHIL	2310	Intro to Scientific Understanding (HST)
PHYS	1030	General Physics I
PHYS	1040	General Physics II
PSYC	1100	Introduction to Psychology
PSYC	1200	Introduction to Psychology (Europe)
PSYC	2200	Child Psychology (VAL)
PSYC	2250	Adolescent Psychology (VAL)
PSYC	2300	Human Development (VAL)
PSYC	2400	Educational Psychology (VAL)
PSYC	2750	Intro to Measurement/Statistics (MTH)
SCIN	1010	Topics in Physical Science
SCIN	1100	Earth Science and Environment
SCIN	1150	Astronomy
SCIN	1410	Patterns of Light and Sound
SCIN	1520	Environment
SCIN	1600	Physical Geology

**COURSES WITH MATHEMATICS CODE:**

BUSN	2750	Introduction to Statistics (SCI)
COSC	1570	Math for Comp Science I (CRI)
COSC	1580	Math for Comp Science II (CRI)
MATH	1300	Math for Elementary Teachers I
MATH	1350	Math for Elementary Teachers II
MATH	1360	Business Mathematics
MATH	1370	Business Applications of Algebra
MATH	1410	Intro to College Mathematics
MATH	1420	Games, Clocks, Magic
MATH	1430	College Algebra
MATH	1440	Trigonometry
MATH	1470	Survey of Calculus
MATH	1490	Finite Mathematics
MATH	1580	Formal Logic (CRI)
MATH	1610	Calculus I (CRI)
PHIL	1600	Introduction to Formal Logic (CRI)
PSYC	2750	Intro to Measurement/Statistics (SCI)

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Academic A

# GENERAL EDUCATION COURSE CODING

## Alpha-Numeric Listing

March 3, 2005

ANSO	1010	Introduction to Sociology (VAL) (CUL)
ANSO	1020	Social Issues (CRI) (VAL)
ANSO	1070	Introduction to Cultural Anthropology (VAL) (CUL)
ANSO	1080	Human Evolution (HST) (CUL)
ANSO	1090	Topics in Geography (HST) (CUL)
ANSO	2000	Issues in Contemporary Society (VAL)
ANSO	2030	Culture and Communication (VAL) (CUL)
ANSO	2040	North American Indians: Pre-Columbian to 1870 (HST) (CUL)
ANSO	2050	North American Indians: 1870 to the Present (HST) (CUL)
ANSO	2550	Dynamics of Decision-Making (CRI)
ANSO	2650	Nonverbal Behavior (VAL)
ANSO	2710	The Sociology of Education (CRI) (VAL)
ARHS	2200	Current Art (HUM) (ART)
ARHS	2210	Intro to the History of Western Art (HST) (ART)
ARHS	2320	Intro to Asian Art (HST) (CUL)
ARHS	2350	Introductory Topics in Art History (HST) (ART)
ARHS	3390	Art and Art Cultures (HST) (CUL)
ART	1000	Introduction to Studio Art (HUM) (ART)
ART	1050	Art Appreciation (HUM) (ART)
BIOL	1010	Human Biology (SCI)
BIOL	1020	Biology of Animals (SCI)
BIOL	1030	Biology of Plants (SCI)
BIOL	1040	Human Genetics (SCI)
BIOL	1318	Issues in Biology (SCI)
BIOL	1550	Essentials of Biology I (SCI)
BIOL	1610	Anatomy and Physiology I (SCI)
BIOL	1620	Anatomy and Physiology II (SCI)
BIOL	2300	Plant Form and Function (SCI)
BIOL	2320	Animal Form and Function (SCI)
BIOL	3050	Genetics (SCI)
BIOL	3120	Microbiology (SCI)
BIOL	3200	Ecology (SCI)
BJRN	2070	History of Broadcasting (HST)
BUSN	3100	Issues: History of American Technology (HST)
BUSN	2750	Introduction to Statistics (SCI) (MTH)
BUSN	4300	Business Ethics (VAL)
CHEM	1030	Introduction to Chemistry (SCI)
CHEM	1100	General Chemistry I (SCI)
CHEM	2100	Organic Chemistry I (SCI)
CHEM	3200	Physical Chemistry (SCI)
COSC	1570	Mathematics For Computer Science I (CRI) (MTH)
COSC	1580	Mathematics For Computer Science II (CRI) (MTH)
COSC	2810	Systems Analysis and Design (CRI)
DANC	1010	Ballet I (ART)
DANC	1030	Dance as an Art Form (ART)
DANC	1090	Jazz I (ART)
DANC	1110	Modern Dance I (ART)
DANC	1230	Tap Dance I (ART)
DANC	2010	Ballet II (ART)
DANC	2090	Jazz II (ART)
DANC	2110	Modern Dance II (ART)
ECON	4900	History of Economic Thought (HUM)
EDUC	2110	Communication in Education (COM)
EDUC	2550	Student Literacy Corps (VAL) (CUL)
EDUC	2800	Foundations in Education (CRI) (VAL)
EDUC	2900	The Exceptional Individual (VAL)

EDUC	3150	Education in A Diverse Society (CRI) (VAL) March 3, 2005
ENGL	1030	Introduction to Literature (HUM)
ENGL	1050	Introduction to American Literature (HUM)
ENGL	1060	Protest Literature (VAL) (CUL)
ENGL	1510	Major Dramatists I (HST) (HUM)
ENGL	1520	Major Dramatists II (HST) (HUM)
ENGL	2020	Major British Writers I (HST) (HUM)
ENGL	2030	Major British Writers II (HST) (HUM)
ENGL	2040	Major U.S. Writers (HST) (HUM)
ENGL	2110	Perspectives (HUM) (CUL)
ENGL	2150	Creative Writing: Poetry (ART)
ENGL	2160	Creative Writing: Fiction (ART)
ENGL	2170	Creative Writing: Drama (ART)
ENGL	2210	Literature Into Film (HUM) (ART)
ENGL	2250	Literary London (HUM) (London campus only)
ENGL	3140	Women Create Women (VAL)
ENGL	3010	Playwriting (ART)
ESLG	1000	Beginning English as a Second Language (CUL)
ESLG	2000	Intermediate English as a Second Language (CUL)
ESLG	3070	Advanced Intensive English (CUL)
ESLG	3150	Culture & Civilization of the English-Speaking World (CUL)
ESLG	3170	Advanced Discussion Skills (CUL)
ESLG	3230	Advanced Reading/Writing Skills Level I (CUL)
ESLG	3240	Advanced Reading/Writing Skills Level II (CUL)
ESLG	3310	Advanced Language Skills (CUL)
ESLG	4000	Advanced English as a Second Language (CUL)
ESLG	4250	Research Writing/Library Skills (CUL)
ETHC	1000	Issues and Problems in Ethics (VAL)
FILM	1800	Film Appreciation (ART)
FILM	2050	History of Film (HST)
FILM	2060	Modern World Cinema (HST)
FILM	2160	Introduction to Film Theory and Criticism (CRI) (ART)
FILM	3160	Topics in Film History and Criticism (CUL) (ART)
FORL	1090	Elementary Language: Level I (CUL)
FORL	1100	Elementary Language: Level II (CUL)
FORL	1170	Elementary Conversation (CUL)
FORL	2000	Study Abroad Intermediate (CUL)
FORL	2090	Intermediate Language: Level I (CUL)
FORL	2100	Intermediate Language: Level II (CUL)
FORL	2150	Topics in Culture (CUL)
FORL	2610	Intermediate Language: Readings (CUL)
FORL	3550	Foreign Language Practicum (CUL)
FORL	4000	Study Abroad Advanced (CUL)
FORL	4050	Translation (CUL)
FORL	4150	Contemporary Issues (HST) (CUL)
FORL	4600	Seminar (CUL)
FREN	1070	Intensive Introduction to French: Level I (CUL)
FREN	1080	Intensive Introduction to French: Level II (CUL)
FREN	1090	Elementary French: Level I (CUL)
FREN	1100	Elementary French: Level II (CUL)
FREN	2090	Intermediate French: Level I (CUL)
FREN	2100	Intermediate French: Level II (CUL)
FREN	2170	Intermediate Conversational French (CUL)

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FREN	3090	Advanced French (CUL)
FREN	3150	French Civilization (HST) (CUL)
FREN	3250	Introduction to French Literature (HUM) (CUL)
FREN	4090	Topics in Advanced Language (CUL)
FREN	4170	Advanced Conversational French (CUL)
FREN	4250	Topics in Literature (HUM) (CUL)
FREN	4650	Advanced Topics (HUM) (CUL)
GNST	1308	Technology, Science and Society (SCI)
GNST	1400	Civilization and the Arts (HST) (HUM)
GNST	2004	Topics in Liberal Arts (HUM)
GNST	2005	Topics in Liberal Arts (VAL)
GNST	2006	Topics in Liberal Arts (CUL)
GNST	2200	Transfer Student Seminar (COM)
GNST	2500	Honors Seminar: Written in Red Ink (HST)
GNST	3500	Liberal Arts Seminar: Strategies for a Healthy Planet (SCI)
GRMN	1070	Intensive Introduction to German: Level I (CUL)
GRMN	1080	Intensive Introduction to German: Level II (CUL)
GRMN	1090	Elementary German: Level I (CUL)
GRMN	1100	Elementary German: Level II (CUL)
GRMN	2090	Intermediate German: Level I (CUL)
GRMN	2100	Intermediate German: Level II (CUL)
GRMN	2170	Intermediate Conversational German (CUL)
GRMN	3090	Advanced German: Level I (CUL)
GRMN	3150	Culture & Civilization of German-Speaking Countries (CUL)
GRMN	3250	Introduction to German Literature (HUM) (CUL)
GRMN	4170	Advanced Conversational German (CUL)
GRMN	4250	Topics in Literature (HUM) (CUL)
HIST	1010	Topics in History (HST)
HIST	1100	World Civilization (HST) (HUM)
HIST	1150	History of Popular Culture (HST)
HIST	1300	Revolutionary America (HST) (VAL)
HIST	1310	Nineteenth Century America (HST) (VAL)
HIST	1320	Twentieth Century United States (HST)
HIST	1500	American Studies (HST)
HIST	2000	Social History (HST) (VAL)
HIST	2060	Gender and Family (HST) (VAL)
HIST	2080	History of Disease and Medicine (HST)
HIST	2130	Refugee and Migration Movements (HST, VAL)
HIST	2200	History of Medieval Society (HST) (HUM)
HIST	2210	Renaissance and Reformation (HST) (HUM)
HIST	2220	Modern Europe (HST)
HIST	2250	History of Russia (HST) (CUL)
HIST	2280	History of England (HST) (HUM)
HIST	2310	Encounters with History (HST)
HIST	2320	African-American History (HST) (VAL)
HIST	2340	History of American Business and Management (HST)
HIST	2400	Modern Asia (HST) (CUL)

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HIST	2420	History of Africa (CUL)
HIST	2440	History of Latin America (CUL)
HIST	2550	History of the Consumer Society (HST) (VAL)
HIST	2600	Methods of Research (CRI)
HIST	3000	Ideas in History: History of Economic Thought (HUM)
HLSC	1310	Wellness and Healthy Lifestyle (VAL)
HLSC	3100	Diversity in Health (CUL)
HLSC	3200	Issues in Women's Health (VAL)
HRTS	1100	Understanding Human Rights (HST) (VAL)
INTL	1500	The World System Since 1500 (HST)
INTL	2030	International Law (HUM) (CUL)
INTL	2620	Ideological Influences in International Relations (VAL)
INTL	2630	New States in World Politics (CUL)
INTL	2650	The Politics of Peace (VAL)
INTL	2680	International Relations: Political Theories (HUM) (VAL)
INTL	3600	Methods of Political Inquiry (CRI)
ISTL	1000	Introduction to International Studies (CUL)
ISTL	2450	20 <sup>th</sup> Century Latin America (HST) (CUL)
ITAL	1090	Elementary Italian: Level I (CUL)
ITAL	1100	Elementary Italian: Level II (CUL)
ITAL	2090	Intermediate Italian: Level I (CUL)
ITAL	2100	Intermediate Italian: Level II (CUL)
JOUR	1030	Fundamentals of Reporting (COM)
JOUR	2360	History and Principles of American Journalism (HST)
LATN	1090	Elementary Latin (CUL)
LATN	2090	Intermediate Latin (CUL)
LEGL	2080	Topics in Law: Law and Poverty (VAL)
LEGL	2080	Topics in Law: Race, Gender and Justice (VAL)
LEGL	2080	Topics in Law: Crime (VAL)
LEGL	2080	Topics in Law: Women and Law (VAL)
LEGL	2080	Topics in Law: Juvenile Law (VAL) (CUL)
LEGL	2400	Introduction to Law (HUM)
LEGL	3000	Legal Ethics (VAL)
LEGL	4460	Methods of Legal Research and Writing I (CRI) (COM)
MATH	1300	Math for Elementary Teachers I (MTH)
MATH	1350	Math for Elementary Teachers II (MTH)
MATH	1360	Business Mathematics (MTH)
MATH	1370	Business Applications of Algebra (MTH)
MATH	1410	Introduction To College Mathematics (MTH)
MATH	1420	Games, Clocks and Magic (MTH)
MATH	1430	College Algebra (MTH)
MATH	1440	Trigonometry (MTH)
MATH	1470	Survey of Calculus (MTH)
MATH	1490	Finite Mathematics (MTH)
MATH	1580	Formal Logic (CRI) (MTH)
MATH	1610	Calculus I (CRI) (MTH)
MEDC	1010	Introduction To Mass Communications (COM)
MEDC	1050	Introduction To Media Writing (COM)
MEDC	1500	Applied Media Aesthetics (ART)
MEDC	1630	Media Literacy (CRI) (COM)
MEDC	2200	Ethics in the Media (VAL)

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MEDC	2800	Cultural Diversity in the Media (VAL) (CUL)
MEDC	3150	Topics: Religion & Media (HUM)
MEDC	3800	Studies in Cultural Diversity (VAL)
MNGT	2340	History of American Business and Management (HST)
MULC	2010	American Cultural Pluralism (CUL)
MUSC	1000	Fundamentals of Musicianship (ART)
MUSC	1010	Music Theory I (ART)
MUSC	1050	Introduction to Music Appreciation (ART)
MUSC	1070	Topics in Music (ART)
MUSC	1070	Topics in Music: Introduction to World Music (ART) (CUL)
MUSC	1070	Topics in Music: African-American Musical Experience (ART) (CUL)
MUSC	1070	Topics in Music: Relationship Indian/Western Music (ART) (CUL)
MUSC	1070	Topics in Music: Music & Spirituality (ART) (CUL)
MUSC	2000	Applied Music: Secondary and Non-Major (ART)
MUSC	2001	Applied Music: Secondary/Non-Major Piano (ART)
MUSC	2002	Applied Music: Secondary/Non-Major Voice (ART)
MUSC	2030	Survey of Music History I (HST) (ART)
MUSC	2040	Survey of Music History II (HST) (ART)
MUSC	2500	Applied Music: Secondary and Non-Major (ART)
MUSC	2501	Applied Music: Secondary/Non-Major Piano (ART)
MUSC	2502	Applied Music: Secondary/Non-Major Voice (ART)
MUSC	3170	Jazz History I (HST) (CUL)
MUSC	3180	Jazz History II (HST) (CUL)
MUSC	4900	Webster University Choral Club (ART)
MUSC	4910	Webster University Chorale (ART)
MUSC	4920	Webster University Choral Society (ART)
MUSC	4930	Webster University Camerata Singers (ART)
MUSC	4940	The Webster University Symphony (ART)
MUSC	4950	Chamber Music (ART)
MUSC	4960	Jazz Ensemble (ART)
MUSC	4970	Webster University Big Band (ART)
MUSC	4980	Wind Ensemble (ART)
MUSC	4990	Opera Studio (ART)
MUTH	1030	History of American Musical Theatre (HST) (ART)
PHIL	1010	Introduction to Critical Thinking (CRI)
PHIL	1100	Introduction To Philosophy (CRI) (HUM)
PHIL	1600	Introduction to Formal Logic (CRI) (MTH)
PHIL	2010	Informal Logic (CRI) (COM)
PHIL	2050	Philosophy of Education (VAL) (CUL)
PHIL	2080	Topics: Social Implications of Artificial Intelligence (VAL) (SCI)
PHIL	2110	Ethics (VAL)
PHIL	2300	Social and Political Philosophy (HST) (HUM)
PHIL	2310	Introduction to Scientific Understanding (HST)(SCI)
PHIL	2320	Contemporary Moral Problems (CRI) (VAL)
PHIL	2330	Philosophy and Technology (VAL)
PHIL	2340	Medical Ethics (VAL)
PHIL	2360	Environmental Ethics (VAL)
PHIL	2510	Philosophic Classics: Ancient Greece/Rome (HST) (HUM)
PHIL	2520	Philosophic Classics: Early Modern Europe (HST) (HUM)
PHIL	2540	American Philosophy (HST)
PHOT	2040	History of Photography (HST)

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PHYS	1030	General Physics I (SCI)
PHYS	1040	General Physics II (SCI)
POLT	1000	Topics in Politics (COM)
POLT	1050	Introduction to International Politics (CUL)
POLT	1060	Intro to American Politics (VAL)
POLT	1070	Introduction to Political Theory (HUM) (VAL)
POLT	1080	Introduction to Comparative Politics (CUL) (VAL)
POLT	1550	Introduction To Political Argumentation and Debate (CRI) (COM)
POLT	1750	State and Local Government (VAL)
POLT	2050	Contemporary American Politics (VAL)
POLT	2060	Politics and Gender (VAL)
POLT	2070	Politics and Race (CUL) (VAL)
POLT	2250	Politics in the Industrialized World (VAL) (CUL)
POLT	2400	Introduction to Law (HUM)
POLT	2500	Interdisciplinary Approach to Politics (VAL)
POLT	2550	The Politics of Development (VAL) (CUL)
PSYC	1100	Introduction to Psychology (SCI)
PSYC	1200	Introduction to Psychology (Europe Only) (SCI)
PSYC	2000	Issues in Contemporary Psychology (VAL)
PSYC	2100	Psychology of Adjustment (CRI) (VAL)
PSYC	2200	Child Psychology (VAL) (SCI)
PSYC	2250	Adolescent Psychology (VAL) (SCI)
PSYC	2300	Human Development (VAL) (SCI)
PSYC	2400	Educational Psychology (VAL) (SCI)
PSYC	2550	Dynamics of Decision-Making (CRI)
PSYC	2650	Nonverbal Behavior (VAL)
PSYC	2750	Introduction To Measurement and Statistics (SCI) (MTH)
RELG	1000	Roots Of Religion (VAL)
RELG	1040	Phenomena (VAL) (CUL)
RELG	1050	Experience and Values (VAL)
RELG	1060	World Religions (HST) (HUM)
RELG	1080	Thinking Through Religions (CRI) (VAL)
RELG	2030	Contemporary Topics (HUM)
RELG	2050	Religion and Human Values (VAL)
RELG	2070	Introduction to Religions of the East (HUM) (CUL)
RELG	2080	Introduction to Western Religions (HUM) (CUL)
RELG	2100	Religion and Literature (HUM)
RELG	2150	Existence and Meaning (VAL) (CUL)
RELG	2200	Renaissance and Reformation (HST)
RELG	2350	Sacred Texts (CUL)
RELG	2400	Religion and the Arts (CUL) (ART)
RELG	2420	Religion and Culture (CUL)
RELG	2450	Death and Dying (VAL)
RELG	2500	Gender, Culture and Religion (VAL) (CUL)
RELG	3050	Philosophy of Religion (CRI)(VAL)
RELG	3100	Hinduism (HUM) (CUL)
RELG	3120	Buddhism (HUM) (CUL)
RELG	3130	Religions of China and Japan (HUM) (CUL)
RELG	3180	Judaism (HUM) (CUL)

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RELG	3190	Christianity (HUM) (CUL)
RELG	3200	Islam (HUM) (CUL)
RELG	3210	African Religions (HUM) (CUL)
RELG	4310	Business Ethics (VAL)
SCIN	1010	Topics in Physical Science (SCI)
SCIN	1100	Earth Science and the Environment (SCI)
SCIN	1150	Astronomy (SCI)
SCIN	1410	Patterns of Light and Sound (SCI)
SCIN	1520	Environment (SCI)
SCIN	1600	Physical Geology (SCI)
SPAN	1070	Intensive Introduction to Spanish: Level I (CUL)
SPAN	1080	Intensive Introduction to Spanish: Level II (CUL)
SPAN	1090	Elementary Spanish: Level I (CUL)
SPAN	1100	Elementary Spanish: Level II (CUL)
SPAN	2090	Intermediate Spanish: Level I (CUL)
SPAN	2100	Intermediate Spanish: Level II (CUL)
SPAN	2170	Intermediate Conversational Spanish (CUL)
SPAN	2250	La cocina espanola e hispanoamericana (CUL)
SPAN	3090	Advanced Spanish: Level I (CUL)
SPAN	3100	Advanced Spanish: Level II (CUL)
SPAN	3150	Culture and Civilization of the Spanish Speaking World (HST) (CUL)
SPAN	3250	Introduction to Literature (HUM) (CUL)
SPAN	4090	Topics in Advanced Language (CUL)
SPAN	4170	Advanced Conversational Spanish (CUL)
SPAN	4250	Topics in Literature (HUM) (CUL)
SPAN	4650	Advanced Topics (HUM) (CUL)
SPCM	1040	Public Speaking (COM)
THEA	1030	Introduction to Theatre (ART)
THEA	1050	Theatre Appreciation (HUM) (ART)
THEA	2030	History of the Theatre: Greeks to Restoration (HST) (ART)
THEA	2040	History of the Theatre: 18th Century to Modern (HST) (ART)
THEA	3030	Topics in Theatre (ART)
THEA	3040	Topics in Theatre (ART)
WOMN	1010	Introduction to Women's Studies (CRI) (VAL)
WRIT	1010	Composition (COM)
WRIT	1020	Advanced Composition (COM) (Europe only)
WRIT	2000	Writing Practicum (COM)
WRIT	2072	Writing for Change (COM)
WRIT	2090	Writing In the Workplace (COM)
WRIT	2400	Intro to Professional Writing (COM)
WRIT	3100	Report & Proposal Writing (COM)

**Gen Ed Coding Analysis (4 Mar 05)**

<b>Prefix</b>	<b>Coded Courses</b>	<b>1000 &amp; 2000 level</b>	<b>3000 &amp; 4000 level</b>	<b>Double Codings</b>
ANSO	12	12	0	9
ARHS	5	4	1	5
ART	2	2	0	2
BIOL	13	8	5	0
BJRN	1	1	0	0
BUSN	3	1	2	1
CHEM	4	3	1	0
COSC	3	3	0	2
DANC	8	8	0	0
ECON	1	0	1	0
EDUC	5	4	1	3
ENGL	16	14	2	8
ESLG	10	2	8	0
ETHC	1	1	0	0
FILM	5	4	1	2
FORL	13	8	5	0
FREN	14	7	7	4
GNST	8	7	1	1
GRMN	12	7	5	2
HIST	25	24	1	12
HLSC	3	1	2	0
HRTS	1	1	0	1
INTL	7	7	0	2
ISTL	2	2	0	1
ITAL	4	4	0	0
JOUR	2	2	0	0
LATN	2	2	0	0
LEGL	8	6	2	2
MATH	12	12	0	2
MEDC	8	6	2	2
MNGT	1	1	0	0
MULC	1	1	0	0
MUSC	28	16	12	8
MUTH	1	1	0	1
PHIL	16	16	0	10
PHOT	1	1	0	0
PHYS	2	2	0	0
POLT	14	14	0	6
PSYC	11	11	0	6
RELG	26	17	9	16
SCIN	6	6	0	0
SPAN	16	8	8	4
SPCM	1	1	0	0
THEA	6	4	2	3
WOMN	1	1	0	1
WRIT	7	6	1	0
<b>PREFIXES-46</b>	<b>348</b>	<b>269</b>	<b>79</b>	<b>116</b>

## **Section 4**

### **General Education and the Mission of the University**

A statement of the Mission and Scope of Webster University and a statement of the General Education Goals is found on page 7 of the Webster University 2003-2005 Undergraduate Studies Catalog. It reads:

### **Mission and Scope of Webster University**

Webster University is an independent, comprehensive, nondenominational, multicampus, international university with undergraduate and graduate programs in various disciplines, including the liberal arts and sciences, the fine and performing arts, teacher education, communications, and business and technology.

Webster University combines the cultural and intellectual legacies of the past with a pragmatic concern for meeting the challenges of the present and the future. In doing so, Webster University:

Creates a student-centered environment accessible to individuals of diverse age, cultures, and socioeconomic backgrounds.

Sustains a personalized approach to education through small classes and close relationships among faculty and students.

Develops educational programs that join theory and practice and instill in students the spirit of systematic inquiry.

Encourages creativity, scholarship, and individual enterprise in its students and faculty.

Promotes international perspectives in the curriculum and among students and faculty.

Encourages in its students a critical cast of mind, a respect for diversity, and an understanding of their own and others' values.

Fosters in its students a lifelong desire to learn and a commitment to contribute actively to their communities and the world.

Educates diverse populations locally, regionally, nationally, and internationally.

Strengthens the communities it serves through support of civic, cultural, corporate, and educational organizations.

Webster University was established in 1915 in Webster Groves, Missouri. The University now serves students at its home campus; at four other locations in metropolitan St. Louis; on military bases across the United States; at campuses in 28 other U.S. cities and internationally at four European campuses, in Bermuda, in China, and in Thailand.

## General Education Goals

A coherent baccalaureate program provides opportunity for the study of a discipline in depth while at the same time enabling students to obtain a broad general education within the context of their individual goals. Webster University acknowledges that the ideal components of general education can be addressed throughout the curriculum and that this learning may occur in a variety of ways. The University requires all baccalaureate students to complete a general education program. The following nine goals are the framework for this program:

1. **Critical Thinking** (a systematic method of examining and evaluating arguments).
2. **Communications** (writing and speaking that are clear, concise, and accurate when conveyed to a broad audience).
3. **Historical Consciousness** (recognition of causes, relationships, and sequences within seemingly random social and historical events).
4. **Humanities** (analysis of the themes of human experience through the legacy of great works and ideas).
5. **Values** (critical reflection on the attitudes and beliefs relevant to individual and social choices and actions);.
6. **Cultural Understanding** (examination and comparison of international and /or diverse cultures)
7. **Arts Appreciation** (recognition of artistic expressions gained through analysis, reflection, or practical experience).
8. **Scientific Understanding** (analysis of concepts of a scientific discipline and its methods, limitations, and impact in the modern world).
9. **Mathematics** (recognition of the value and beauty of mathematics, as well as the ability to use geometric, algebraic, or numerical reasoning).

Webster University is committed to the idea that these processes, methods, experiences, and skills can be acquired by individual in a variety of ways, in numerous fields of study, and at varying times in their academic lives. Generally, students satisfy the general education requirement by taking one 3-credit-hour course in each of the nine areas. See the section titled Academic Policies and Information for specific details for each degree program.

The nine General Education Goals are directly related to the Mission of the University in a number of ways.

1. The General Education Program helps “ promote international perspectives in the curriculum and among students ...” through the Values, Humanities, Historical Consciousness, and Cultural Understanding goals. Each of these goals either directly or indirectly are intended to help the student become aware of an international perspective.

The Cultural Understanding goal specifically is intended to promote global or international perspectives and offer a comparative study of different cultures within one’s own society. This goal also encourages students to reflect on their own culture as it relates to other cultures and also encourages understanding of cultural similarities and differences.

2. The General Education Program helps to “encourage creativity...”. This aspect of Mission is specifically addressed in the Arts Appreciation goal by encouraging student to analyze or become involved in the creative process.
3. The General Education Program addresses that aspect of the Mission intended to “join theory and practice and instill in students the spirit of inquiry. “ through the General Education goal of Scientific Understanding. Scientific Understanding goal is intended to help the student understand how theories are formed, tested and validated and to learn to discriminate between scientific and nonscientific reasoning.
4. The General Education Program “Encourages in its students a critical cast of mind, a respect for diversity, and an understanding of their own and others’ values.” in a variety of ways. Students are encouraged to develop a ‘critical cast of mind’ not only from the Critical Thinking goal but also from the Mathematics goal where students are allowed to explore, conjecture and reason logically and judge the role of mathematical reasoning in real-life situations. The development of ‘a critical cast of mind’ is also a function of being able to communicate ones own position. The Communication goal is related to many aspects of the Mission of the University including this one. The Communication goal provides students opportunities to use, practice, and improve written and oral communications in English.

5. Lastly, it would be difficult for students to develop “ a commitment to contribute actively to their communities and the world.” without the knowledge of various cultures (Cultural Understanding, Historical Consciousness, Humanities, Values) ability to ascertain the needs (Critical Thinking), and effectively communicate with communities and the world (Communication).

## **Section 5**

### **Historical Development**

## History of General Education and Gen Ed Assessment at Webster

### The Birth of Gen Ed at Webster

Webster's General Education program was approved by the faculty in the fall of 1992 and first instituted as a requirement for students who matriculated in the fall 1994. The origins of the program, however, go back to faculty discussions in the mid to late 1980's. At that time, a faculty committee developed a list of voluntary general education goals which students were urged (but not required) to fulfill during their time at Webster. A team visit by North Central accreditors in 1988 pushed Webster to develop a set of clear and sensible requirements. The North Central report described Webster's existing general education program as "ineffective." In response, the Curriculum Committee created three task forces to work on reform in the areas of student "skills, breadth, and commonality." In the fall of 1991, the committee recommended that all Bachelor of Arts (BA) students be required to "address" nine general education goals. Students pursuing Professional Baccalaureates (BFA, BM, BSN) were expected to address at least four of those same goals.

The Faculty Assembly passed this proposal with the stipulation that the curriculum committee develop criteria for coding courses that meet the general education requirements. The faculty motion declared that, "decisions regarding the application of course codes to specific courses [would] be made by each department with periodic review of syllabi and departmental coding by the curriculum committee." Courses were allowed to carry up to *two* general education code designations.

Finally, the faculty charged the curriculum committee with evaluating the general education program on an ongoing basis. The committee was to issue a yearly progress report and to make a full systematic evaluation within four years after the program's implementation.

The Communications School was the only segment of the university to opt out of this arrangement and to develop their own distinct Gen Ed program. Communications instituted a system of four general education goals with *[insert description here.]*

Since the creation of the Gen Ed program, Curriculum Committee has developed procedures and specific forms for approving courses' Gen Ed coding. Applications for coding must be approved by the department chairs and the deans. The course designer must also explain how the course meets the particular Gen Ed goal. The Curriculum Committee now allows only *one* Gen Ed code designation per new course.

## **Section 6**

### **Course Approval And Assessment History**

## **General Education Assessment History at Webster**

### **The 1995-1998 Assessment of the Webster University General Education Program**

The first major assessment of the General Education program at Webster was done between 1995 and 1998. The assessment was carried out by the Office of Analysis and Grants, with guidance from the Coordinator of General Education, Bruce Longworth. Starting in 1995-1996, the assessors systematically reviewed student learning outcomes in three of the general education areas per year.

The schedule of assessment was as follows:

- 1995-1996: Critical Thinking, Cultural Understanding, Values
- 1996-1997: Communications, Historical Consciousness, and Humanities
- 1997-1998: Arts Appreciation, Scientific Understanding, Mathematics

The assessors sent out questionnaires to a group of students and faculty participating in general education courses. The purpose was to determine how well students and faculty understood GE goals and whether courses coded for a particular goal in fact helped students attain the promised skills and knowledge base. In the second year of assessment, to give an example, 880 completed questionnaires were received from 73 separate classes from all “major” U.S. and European sites.

Faculty participating in the study were asked to discuss the function of GE with their students. They were required to send the GE coordinator a copy of the syllabus and blank copies of exams or parameters of the course’s major projects. All of this information was then processed by the Office of Analysis and Grants.

The results of all of the assessment efforts were summarized as positive. The faculty and students consistently indicated strong understanding of GE goals. In the second year study:

- 93 % of all respondents stated that they understood the goal definition and criteria
- 71% felt the course they took contributed to their broader educational goals

These were especially encouraging results, given that 38% of these students had chosen their class specifically to satisfy a GE requirement.

## **The Portfolio Review Project**

One year prior to the GE assessment, the university also did a major assessment of student writing. The purpose of the “portfolio assessment project” was not to evaluate general education per se, but to explore a number of questions about student achievement closely related to the general education goals. This assessment asked:

- 
- How much homework do Webster students do?
- What is the nature and rigor of this homework?
- How much writing do students do?
- What kind of tests do they take? How many tests?
- Is there a difference between upper and lower division work?

The committee collected writing samples from 41 students over the course of the 1993-1994 school year. These portfolios were then examined by six faculty members, looking at six different areas of emphasis. A literature professor evaluated the portfolios in terms of writing skills and critical thinking. A history professor considered the papers for evidence of “cultural awareness.” A math and computer science professor considered mathematical content. Another literature professor focused exclusively on the issue of critical thinking.

At the end of the year, an interviewer conducted discussions with each of the students who participated in the project, presenting questions designed by the faculty.

The portfolio project resulted in reports by each of the faculty examiners and a set of recommendations for all faculty concerning the teaching of writing and the implementation of general goals in particular.

## **Current Assessment Project**

The current Gen Ed assessment project was initiated by the Curriculum Committee in the winter of 2002-2003. A first taskforce made broad recommendations for a campus discussion on assessment, including both procedural suggestions and substantive questions on the success or failure of General Education that faculty needed to consider.

The questions developed by the first assessment taskforce then provided the basis for faculty discussions at the Spring 2003 Faculty Institute. After a lecture by the assessment coordinator from Portland State University, faculty divided into three break-out groups. Each group focused on one of the areas:

### **1. Is the current structure of the General Education Program satisfactory?**

*Follow-up Questions:*

- a) Does the division of Gen Ed requirements into nine categories make sense? Are the divisions logically consistent? Do the categories correspond to nine distinct skills or areas of knowledge, which are the focus of Webster classes?
- b) Is the purpose of Gen Ed requirements readily comprehensible to students? Can faculty advisers easily explain to students why they must cover this particular range of courses in their Webster education?
- c) Do the Gen Ed requirements correspond to the broader goals of Webster University?
- d) Should there be a more specific writing requirement connected to some of the Gen Ed categories?

**2. Are the administration and implementation of Gen Ed requirements effective?**

*Follow-up Questions:*

- a) Should students have more (or less) choice in how they fulfill Gen Ed requirements?
- b) Should one course be allowed to meet the requirements in two areas of distribution?
- c) Are faculty satisfied with the current system for auditing students?
- d) Is there a sensible and fair process by which courses are approved as meeting Gen Ed requirements?
- e) Are the roles of the Curriculum Committee and the Gen Ed coordinator understood? Should their responsibilities regarding Gen Ed courses be expanded or refined?

**3. How should we assess the quality and effectiveness of the General Education program?**

*Follow-up questions:*

- a) Should we perform a comprehensive survey of student opinion regarding the Gen Ed program and individual Gen Ed courses? (Note: this was part of the five-year evaluation, 1996-98) Should we survey the faculty?

- b) Should an assessment committee attempt to evaluate students' actual progress ("the learning outcomes") in the nine distribution areas of the General Education Program? If so, how?
- c) Are the faculty willing to commit time and university resources to:
- evaluate "writing portfolios" of randomly selected students over the course of their time at Webster? (Note: This was done 1993-1997)
  - test students on the knowledge or skills they were supposed to develop in Gen Ed courses?
  - visit and observe Gen Ed classes?
- d. Should an assessment committee monitor the syllabi, course materials, and instructional methods used in Gen Ed courses and evaluate the appropriateness of Gen Ed coding for these classes?

A summary of these faculty discussions was prepared by the facilitators and should be available from the faculty senate.

### **The 2004-2005 Assessment of the Webster University General Education Program**

The 2004-2005 Assessment of the Webster University General Education Program was the second major assessment to be performed.

## **General Education Course Approval Process**

The Webster University Curriculum Committee has the responsibility of receiving and reviewing applications for adding new General Education Courses to the existing Program (or deleting existing General education courses).

Those wishing to request approval from the Curriculum Committee for the addition of a new General Education Code for a new or existing course must complete the application form found on the following pages.

## General Education Course Coding Form

### Directions:

1. Complete this form. (Contact the Coordinator of General Education if you have any questions.)
2. Attach a syllabus or course guidelines that includes
  - a. list of measurable student learning outcomes
  - b. information on how outcomes will be assessed including descriptions of reading and writing activities, projects, presentations, testing, etc
  - c. list of course requirements such as attendance, assignments, etc
3. Have your proposal reviewed by the appropriate department and school/college committee.
4. Submit your proposal to the University Curriculum Committee in care of the Office of Academic Affairs.

### Form Information:

1. Department/Program: \_\_\_\_\_
2. Course Information: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
(1000 & 2000 only) Prefix      Number      Title

Note: Once a course number has been assigned a gen ed code, all sections of that course will have the same code.

If the course is a topics or issues course the last digit in the number should designate its code according to the following guidelines. Topics or issues course 2300 has no code, 2301 is coded for Critical Thinking, 2302 is coded for Communications, 2303 is coded for Historical Consciousness, 2304 is coded for Humanities, 2305 is coded for Values, 2306 is coded for Cultural understand, 2307 is coded for Arts Appreciation, 2308 is coded for Scientific Understanding, and 2309 is coded for Mathematics.

3. General Education Code requested \_\_\_\_\_ (List only one code)
4. Does this course have a prerequisite ? \_\_\_\_\_ (General Education Courses should not have prerequisites)
5. Will this course be taught in an online format? \_\_\_\_\_

6. Indicate how the learning objectives on the attached syllabus meet the General Education Criteria (below) for the requested code.

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Use additional paper if needed

7. Check all that apply..

GEN ED GOALS FOR THE CODE(S) ARE IDENTIFIED ON THE SYLLABUS IN:

COURSE DESCRIPTION \_\_\_\_\_  
COURSE OBJECTIVES/OUTCOMES \_\_\_\_\_  
PROCESS OF THE COURSE \_\_\_\_\_  
OTHER \_\_\_\_\_

STUDENT ACHIEVEMENT OF GEN. ED. GOALS ARE ASSESSED WITHIN:

EXAMS \_\_\_\_\_  
PAPERS \_\_\_\_\_  
PORTFOLIOS \_\_\_\_\_  
CLASS EXERCISES \_\_\_\_\_

8. What entities (department, college/school) have reviewed and approved this proposal?

Signatures:

\_\_\_\_\_/\_\_\_\_\_  
Department/ Program Chairperson Date

\_\_\_\_\_/\_\_\_\_\_  
Dean of College/School Date

**GENERAL EDUCATION LEARNING OUTCOME: CRITICAL THINKING**

**DEFINITION: A systematic method of examining and evaluating arguments.**

**LEARNING OUTCOME CRITERIA FOR A CRITICAL THINKING COURSE OR EXPERIENCE:**

- **Student learns a systematic approach to thinking**
- **Student learns how to examine arguments by identifying, analyzing, and evaluating claims and the evidence offered in support of these claims**
- **Student learns about inquiry process, not content**
- **Student learns through active participation**

**GENERAL EDUCATION LEARNING OUTCOME: COMMUNICATIONS**

**DEFINITION: Writing and speaking, which are clear, concise and accurate when conveyed to a broad audience.**

**LEARNING OUTCOME CRITERIA FOR A COMMUNICATIONS COURSE OR EXPERIENCE:**

- **Student learns a systematic approach to written or oral communications in English**
- **Student learns how to utilize, practice, and improve these components of literacy**

**GENERAL EDUCATION LEARNING OUTCOME: HISTORICAL CONSCIOUSNESS**

**DEFINITION: Recognition of causes, relationships and sequences within seemingly random social and historical events.**

**LEARNING OUTCOME CRITERIA FOR A HISTORICAL CONSCIOUSNESS COURSE OR EXPERIENCE:**

- **Student learns to imbue facts within their human contexts**
- **Student learns to examine multiple causality in events**
- **Student learns about establishing a sense of sequence**
- **Student learns to utilize historical evidence**

**GENERAL EDUCATION LEARNING OUTCOME: HUMANITIES**

**DEFINITION: Analysis of the themes of human experiences through the legacy of great works and ideas.**

**LEARNING OUTCOME CRITERIA FOR A HUMANITIES COURSE OR EXPERIENCE:**

- **Student learns to utilize original works or texts instead of secondary interpretations**
- **Student learns about multiple perspectives on themes of the human condition**

**GENERAL EDUCATION LEARNING OUTCOME: VALUES**

**DEFINITION: Critical reflection on the attitudes and beliefs relevant to individual and social choices and actions.**

**LEARNING OUTCOME CRITERIA FOR A VALUES COURSE OR EXPERIENCE:**

- **Student learns a wide range of normative standards for ethical choices**
- **Student is able to articulate and critique the attitudes and beliefs that underlie ethical choices**

**GENERAL EDUCATION LEARNING OUTCOME: CULTURAL UNDERSTANDING**

**DEFINITION: Examination and comparison of international and/or diverse**

cultures

**LEARNING OUTCOME CRITERIA FOR A CULTURAL UNDERSTANDING COURSE OR EXPERIENCE**

- Student learns about global or international perspectives, or learns about comparative study of different cultures within one's own society
- Student learns to reflect on his/her own culture in light of another culture
- Student learns about difference and similarity among cultures.

**GENERAL EDUCATION LEARNING OUTCOME: ARTS APPRECIATION**

**DEFINITION: Recognition of artistic expressions gained through analysis, reflection or practical experience.**

**LEARNING OUTCOME CRITERIA FOR AN ARTS APPRECIATION COURSE OR EXPERIENCE.**

- Student learns the languages and the formal qualities of the varied forms of the arts
- Student learns through active observation, participation and response
- Student learns about the creative process

**GENERAL EDUCATION LEARNING OUTCOME: SCIENTIFIC UNDERSTANDING**

**DEFINITION: Analysis of concepts of a scientific discipline and its methods, limitations, and impact in the modern world.**

**LEARNING OUTCOME CRITERIA FOR A SCIENTIFIC UNDERSTANDING COURSE OR EXPERIENCE:**

- Student learns how theories are formed, tested and validated
- Student learns To discriminate between conclusions developed from the application of scientific and of nonscientific reasoning
- Student learns how to differentiate between observation and inferences, and between accidental discovery and the scientific method.

**GENERAL EDUCATION LEARNING OUTCOME: MATHEMATICS**

**DEFINITION: Recognition of the value and beauty of mathematics as well as the ability to appraise and use quantitative data.**

**LEARNING OUTCOME CRITERIA FOR A MATHEMATICS COURSE OR EXPERIENCE:**

- Student learns to explore, conjecture and reason logically
- Student learns a variety of mathematical methods effectively to solve non routine problem
- Student learns to judge the role of mathematical reasoning in real-life situations
- Student learns to communicate mathematically.

Rev. 4/06

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## **Section 7**

### **Student Assessment**

## **Introduction**

The purpose of this section is to assess the Webster University General Education Program in terms of its effect on student education. This section addresses four (4) student education indicators.

First - Two standards of measurement are used: NESSE and RAND—nationally recognized modes of student assessment—and diversity of educational experience.

Second – The professors assessment of the student involved in each general education class taken.

Third – The assessment of the general education programs ability to encourage students to take a diversity of classes.

Forth – The assessment (survey) of Webster University students who have completed the General Education Program at Webster University.

For NESSE, it appears that certain items are a reflection of the goals of the Webster General Education program. These items have been identified (and the General Education goals to which they relate) and scores from NESSE have been used to indicate how we compare to other universities on these items. Webster’s program seems to possess significant advantages over other schools with respect to some of these items (see report entitled “NESSE 2003 Survey Items Relating to General Education Goals Analysis January, 2005”). For RAND, which consists of a series of critical thinking tests, performance tasks for integrating information from various sources, and prompts for making and breaking arguments, it appears that Webster General Education goals offer a close parallel, with its categories of Critical Thinking, Communication, Math, Scientific Understanding, and Historical Consciousness, which emphasizes integrating information from seemingly disparate sources and events. Webster students complete courses whose general education goals by and large meet the RAND criteria.

It should be noted that successful completion of each required general education course is a strong indication that the student has attained the general education goal for that course. The Curriculum Committee makes certain that before a course is approved it must meet the general education goals for which it is approved. These goals are reflected and assessed in each course that carries a general education designation. The learning outcomes for each such course are carefully geared toward demonstrating that the student has met the educational goal in question. Hence, if a student successfully completes one of these courses, the student has met the goal.

With respect to diversity of educational experience, a study was generated to assess the average number of different prefix selections of students in years before the implementation of the general education program and in the years after the implementation of the general education program. This study includes both the Communications General Education Program and the Non-Communications General Education Program. It appears that the general education program has led to a more diverse educational experience for Webster students (see report entitled “General Education Program Assessment—Prefix Study Summary January, 2005”).

The General Education Student Survey was developed as a direct result of recommendations made in the 2004-2005 Assessment of the Webster University General Education Program. This survey was developed by the Coordinator of General Education and discussed and modified by a General Education Student Survey Task Force set up by the Webster University Curriculum Committee. The Task Force began its work in 2006 and piloted a General Education Student Survey in the summer and fall semester of 2007. The Survey was administered through the Office of Academic Advising. The results of the pilot were positive and the implementation of the student survey process began in the Spring of 2008.

## **General Education Student Survey and Results**

The following Survey was administered through the Office of Academic Advising. The results of the pilot were positive and the implementation of the student survey process began in the Spring of 2008.

## GENERAL EDUCATION STUDENT ASSESSMENT

Male \_\_\_ Female \_\_\_

How many of your General Education Credits did you Complete at Webster?  
all \_\_\_ part \_\_\_ none \_\_\_

From which School or College did you Major \_\_\_\_\_ Business/Management  
\_\_\_\_\_ Arts and Science \_\_\_ Education \_\_\_\_\_ Communications \_\_\_\_\_ Fine Arts

**DIRECTIONS:** Please answer each question. Rate each answer using the rating (1-5) as explained below. Do this for each question in regard to your ability When You Entered Webster and Now.

	Poor 1	Very Poor 2	Good 3	Very Good 4	Excellent 5					
	<u>When I Entered Webster</u>				<u>Now</u>					
<b>CRITICAL THINKING:</b>										
6. I can systematically examine and evaluate arguments.	1	2	3	4	5	1	2	3	4	5
7. I have the ability to examine arguments by identifying, analyzing, and evaluating claims.	1	2	3	4	5	1	2	3	4	5
<b>COMMUNICATIONS:</b>										
8. I can write and speak in a clear and concise manner.	1	2	3	4	5	1	2	3	4	5
9. I have had significant opportunities to utilize, practice, and improve my literacy.	1	2	3	4	5	1	2	3	4	5
<b>HISTORICAL CONSCIOUSNESS:</b>										
10. I can recognize causes, relationships and sequences in historical events..	1	2	3	4	5	1	2	3	4	5
6. I can use historical evidence.										
<b>HUMANITIES:</b>										
7. I know the difference between primary and secondary texts.	1	2	3	4	5	1	2	3	4	5

	<u>When I Entered Webster</u>	<u>Now</u>
12. I am comfortable interpreting primary texts.	1 2 3 4 5	1 2 3 4 5
13. I can discuss multiple perspectives on themes of the human condition.	1 2 3 4 5	1 2 3 4 5
<b>VALUES:</b>		
14. I can discuss the attitudes and beliefs that underline ethical choices.	1 2 3 4 5	1 2 3 4 5
15. I can discuss the attitudes and beliefs that are relevant to individual social choices and actions.	1 2 3 4 5	1 2 3 4 5
<b>CULTURAL UNDERSTANDING:</b>		
12. I can compare different cultures within my own society.	1 2 3 4 5	1 2 3 4 5
13. I can discuss similarities and differences between cultures.	1 2 3 4 5	1 2 3 4 5
<b>ARTS APPRECIATION:</b>		
16. I have analyzed or been involved in the artistic creative process.	1 2 3 4 5	1 2 3 4 5
17. I can discuss the qualities of the varied forms of the arts.	1 2 3 4 5	1 2 3 4 5
<b>SCIENTIFIC UNDERSTANDING:</b>		
16. I can describe how theories are formed, tested and validated.	1 2 3 4 5	1 2 3 4 5
17. I can describe the difference between scientific and nonscientific reasoning.	1 2 3 4 5	1 2 3 4 5
<b>MATHEMATICS:</b>		
18. I can reason logically.	1 2 3 4 5	1 2 3 4 5
19. I can judge the role of mathematical reasoning in real-life situations.	1 2 3 4 5	1 2 3 4 5

## **NSSE 2003 Survey Items Relating to General Education Goals Analysis January, 2005**

A comparison between the responses of Webster University 2003 seniors (n=192) and responses of norm students attending Master's I Universities (n=20,345) to the 2003 National Survey of Student Engagement (NSSE) revealed several differences between Webster and the norm students.

Webster students demonstrated a significantly higher level of engagement than norm students in their responses to questions about Cultural Understanding. Specifically, a higher percentage of Webster students had study abroad experience; felt that Webster encouraged contact among students from different economic, social, racial/ethnic backgrounds; and felt that their institution contributed to their acquiring an understanding of people of other racial/ethnic backgrounds. The difference between Webster and norm responses to these questions was significant at the 99% level.

Still significant, but at a slightly lower level (95%) was the difference between Webster and norm students regarding their interaction in classes: Webster students were more likely to ask questions and contribute to class discussions (COM). Webster students were also more likely to include diverse perspectives in class discussions or assignments (CUL, HUM, VAL).

Although the differences are not statistically significant, Webster students were more likely than norm students to have:

- Worked with other students on projects during class time (COM)
- Had serious conversations with students of a different race or ethnicity (VAL, CUL)
- Had serious conversations with students who are very different from them in terms of religious beliefs, political opinions, or personal values (VAL, CUL)
- Felt that their coursework emphasizes applying theories or concepts to practical problems or in new situations (HUM, CUL, ART, SCI, MTH)
- Felt that their institution contributed to their ability to solve complex real-world problems (CRI, ART, SCI, MTH)

NSSE benchmarks where norm students responded more positively than Webster students, although not statistically significant, include:

- Making a class presentation (CRI, COM, VAL, ART)
- Preparing two or more drafts of a paper or assignment before turning it in (COM)
- Working on a paper or project that required integrating ideas or information from various sources (HST, HUM, VAL, CUL)

- Feeling that their coursework emphasized:
  - analyzing the basic elements of an idea, experience or theory (CRI, HUM, SCI, ART)
  - synthesizing and organizing ideas, information, or experiences (CRI, COM, HST, HUM, ART, MTH)
  - making judgments about the value of information, arguments, or methods (COM, CRI, HST, HUM, VAL, ART, SCI, MTH)
- Having foreign language coursework (CUL)
- Feeling that their institution contributed to their ability to:
  - Write clearly and effectively (COM, CRI, HUM)
  - Think critically and analytically (CRI, SCI, MTH)
  - Analyze quantitative problems (SCI, MTH)
  - Work effectively with others (COM, HUM, VAL, CUL, ART)
  - Develop a personal code of values and ethics (VAL)
  - Contribute to the welfare of their community (HUM, VAL)

Areas of academic engagement where norm students were more likely than Webster students to respond positively, and which were statistically significant at the 95% level, were:

- participating in a community-based project as part of a regular course (COM, VAL, CUL)
- Feeling that their coursework emphasizes memorizing facts, ideas or methods from their courses and readings (HST, MTH)
- Performing community service or volunteer work (VAL, CUL)
- Acquiring the ability to speak clearly and effectively (COM)

The three questions to which the norm response was statistically significantly higher, at the 99% level, than Webster's were:

- Did they do a practicum, internship, field experience, co-op experience, or clinical assignment? (COM, ART)
- Did their institution contribute to their acquiring a broad general education? (all nine goals)
- Did their institution contribute to their acquiring job or work-related knowledge and skills? (COM, VAL, CUL, MTH)

Office of Institutional Research

General Education Program Assessment – Prefix Study  
 Summary- REVISED  
 February, 2005

The goal of this study was to determine if the General Education program has increased the number of types of classes that Webster University undergraduates take. The Office of Institutional Research assembled course data on two groups of students—those who enrolled before the General Education requirement was established in 1994 (Pre-Gened) and those who enrolled after it was in effect (Post-Gened). The Pre-Gened group consists of 295 freshmen who enrolled in 1991, 1992 or 1993 and completed their degrees at Webster, plus 146 transfer students who completed their degrees at Webster with 90 or more Webster credit hours. The Post-Gened group included 320 freshmen completers and 196 transfer completers with 90+ Webster credit hours, who enrolled in 1994, 1995 or 1996.

The students were grouped by School of Communications and Non-School of Communications and by their programs of study. First, the total number of prefixes for each completing student was counted and then the number of prefixes outside their department was counted. There was a slight overall increase in prefix numbers from the Pre-Gened group to the Post-Gened group.

	Average Change in Number of Course Prefixes			
	Total Prefixes Pre-Gened	Total Prefixes Post-Gened	Non-Dept. Prefixes Pre- Gened	Non-Dept. Prefixes Post- Gened
Freshmen-MCOM	15.0	15.5	12.3	12.3
Freshmen – Non- MCOM	12.0	12.5	9.9	10.1
Transfers-MCOM	11.9	12.5	9.3	9.8
Transfers – Non- MCOM	11.2	11.4	9.3	9.3

The net change for total prefixes was 0.5 for both MCOM and non-MCOM freshmen, 0.6 for MCOM transfers, and 0.2 for non-MCOM transfers. The net change for non-departmental prefixes was 0.0 for MCOM freshmen, 0.3 for non-MCOM freshmen, 0.5 for MCOM transfers, and 0.0 for non-MCOM transfers.

Among freshmen, the programs of study (where numbers of students were sufficient for valid comparison) that showed decreases in the number of course prefixes include Accounting (-1.2 for both total and non-dept.), Biology (-0.9 total and -0.7 non-dept.), and Art (-0.2 total and -0.7 non-dept.). The programs of study showing the most increases in number of course prefixes for freshmen were Anthropology, Film, and Management, where all increases were between 2.0 and 2.7.

The programs of study where transfer students' prefix count decreased significantly were Education, Advertising and Music. Increases in prefixes for transfers

occurred among Business, International Relations, Media Communications and Management majors. Again, these are programs of study where the numbers of students were sufficient for valid comparison.

See Tables “General Education Program Assessment Prefix Study – Freshmen” and “General Education Program Assessment Prefix Study – Transfer Students” for details.

Office of Institutional Research, 2/25/05

The Statistical Detail from the Office of Institutional Research of Prefixes taken Pre and Post General Education.

Full Time Freshmen Completers Who First Enrolled 1991-93 (n=295) and 1994-96 (n=320)

Non-School of Communications (1991-93 n = 234 and 1994-96 n = 246)

Freshmen Completers	9193-Total Prefixes	9193-Non-Dept. Prefixes	9496-Total Prefixes	9496-Non-Dept. Prefixes	Difference - Total Prefixes (9496-9193)	Difference - Non-Dept. Prefixes (9496-9193)
ACCT Total	15.3	12.3	14.1	11.1	-1.2	-1.2
ANTH Total	11	9	13	11	2.0	2.0
ART Total	11.5	9.8	11.3	9.1	-0.2	-0.7
BIOL Total	14.6	11.4	13.7	10.7	-0.9	-0.7
BUSN Total	14.6	11.8	15.9	13.1	1.3	1.3
COSC Total	11.1	8.9	13.2	10.2	2.1	1.3
CHOR Total*	14	13	9	8	-5.0	-5.0
CMPS Total*	n/a	n/a	5	4	n/a	n/a
DANC Total	10.8	8.6	11.3	9.0	0.5	0.4
EDUC Total	13.9	12.8	14.7	13.5	0.8	0.6
ENGL Total	12.4	10.9	13.3	11.0	0.9	0.1
ENSC Total*	n/a	n/a	17.0	13.7	n/a	n/a
HIST Total	13.9	10.7	15.6	11.9	1.7	1.2
INTL Total	14	10.7	16.3	12.0	2.3	1.3
JAZZ Total	9	7.5	6	4.5	-3.0	-3.0
MATH Total	13.9	11.1	14.3	11.4	0.4	0.3
MNGT Total	15.1	13.9	17.8	16.4	2.7	2.5
MUSC Total	7.8	6.7	7.1	5.9	-0.7	-0.8
MUTH Total	6.6	2.6	6.6	2.6	0.0	0.0
PHIL Total	10.3	8.7	12	11	1.7	2.3
PSYC Total	13.1	11	13.9	11.6	0.8	0.6
RELS Total	10.7	9.7	16	15	5.3	5.3
SOCI Total	13.3	11	15	13	1.7	2.0

THEA Total	9	6.7	8.6	6.3	-0.4	-0.4
Total	12.0	9.9	12.5	10.1	0.5	0.3

School of Communications (1991-93 n = 61 and 1994-96 n = 74)

Freshmen Completers	9193-Total Prefixes	9193-Non-Dept. Prefixes	9496-Total Prefixes	9496-Non-Dept. Prefixes	Difference - Total Prefixes (9496-9193)	Difference - Non-Dept. Prefixes (9496-9193)
ADVT Total	14.7	11.7	14.1	11.6	-0.6	-0.1
AUDI Total	16.3	11.4	15.5	12.0	-0.8	0.6
BRDJ Total	n/a	n/a	16.9	13.4	n/a	n/a
FILM Total	12	8	14.6	10.1	2.6	2.1
JOUR Total*	n/a	n/a	13.0	10.0	n/a	n/a
MEDC Total	15.2	12.8	15.9	13.7	0.7	0.9
PBRL Total*	n/a	n/a	18.5	15.0	n/a	n/a
PHOT Total	14.4	11.6	15.1	11.3	0.7	-0.3
RDTV Total	15.0	11.0	n/a	n/a	n/a	n/a
VIDE Total*	n/a	n/a	18.0	13.3	n/a	n/a
MCOM Total	15.0	12.3	15.5	12.3	0.5	0.0

\* N < 5 (Differences within major are not significant, but prefixes are included in Total)

## **Section 8**

### **Assessment of the General Education Program (Process)**

## Gen Ed Assessment 2004-2010 Process History

On November 19<sup>th</sup>, 2002 the Task Force on assessment of General Education recommended that an institutional process of assessment was needed to evaluate the efficacy of the General Education Program.

On March 21, 2003 the Spring Institute was devoted to the topic of General Education at Webster. Breakout groups were used to discuss Gen Ed with pre-printed questions organized around the areas of structure, implementation and assessment of Gen Ed.

On December 2, 2003, the new Gen Ed Coordinator Gary Kannenberg presented the Gen Ed Task Force Assessment Proposal (including the survey) to the Curriculum Committee.

On December 16, 2003 the Curriculum Committee discussed the proposal. There was interest in how this process would relate to other University wide assessment processes. Warren Rosenblum offered to bring in another plan for consideration.

On March 16, 2004 the original proposal was discussed along with an alternate proposal by Warren Rosenblum. Modifications were made to the original proposal.

On April 6, 2004 the Curriculum Committee approved the latest version of the Proposal for the Institutional Assessment of the General Education Program at Webster University.

On September 13, 2004 the Gen Ed Assessment task Force met to assign responsibilities and discuss steps for distribution and analysis of the Gen Ed Assessment Survey.

On October 14, 2004, Gary Glasgow met with Jim Staley to discuss the specifics of how Academic Affairs would support distribution and analysis of the Gen Ed Survey. (See attached "Questions for Jim Staley"). Academic Affairs agreed to put together and distribute the survey and cover letter from their office under Dr. Neil George's signature. They would also forward the responses to Christine Kemmerer in Institutional Research for tabulation. Questions regarding the survey itself would be answered by a Gen Ed task force member, specifically Gary Glasgow.

On November 1, 2004 the Gen Ed Assessment Committee met to do a final revision of the cover letter for the survey. Later that week, Gary Glasgow sent the cover letter with the survey to Jim Staley (both hard copy and via e-mail).

Due to technical difficulties, the survey was actually sent out later than planned. The survey went out on January 25, 2005, and accordingly we pushed back the due date to March 7, 2005

A reminder letter was drafted on 2/17/05 and sent to Jim Staley for distribution.

During the period from 1/25/05 to 3/11/05, Gary Glasgow responded to approximately 10 inquiries regarding the survey. Three were for extensions on the return date, and approximately seven were regarding the survey itself, specifically the section at the top regarding “Code 1” and “Code 2.” It was unclear to those inquirers what those terms referred to, and at least three individuals were unclear as to what their course was coded for and the corresponding definition for such coding.

The Gen. Ed. Assessment Committee continued to periodically meet to refine its process and assess results.

After all the surveys were returned (end of March 2005) the Gen. Ed. Committee continued to meet. The results of the survey were analyzed and added to the Final Gen. Ed. Assessment Document in the Results Section.

The analysis of results and work on the refinement of the document continued through the early fall of 2005.

During fall of 2005 the Gen. Ed. Assessment Committee discussed their recommendations for the improvement of the Webster University General Education Program.

The Final Document of the General Education Assessment was presented to the Curriculum Committee for Approval in November of 2005. The Committee discussed the Document, added some of their recommendations, and Approved the Final Document.

In 2006, the Curriculum Committee and the Coordinator of General Education developed and began to utilize a formal procedure for the approval of new general education courses. The modification of this process and the forms involved is reviewed each Spring by the Curriculum Committee.

In Fall of 2006, a Task Force from the Curriculum Committee was formed to continue to address the recommendations suggested in the 2004-2005 General Education Assessment Document. This Task Force (Kathy Marlock, Don Morse, and Gary Kannenberg) began work on the development of an additional student assessment of General Education at Webster University. One of the meetings in Fall 2006 included the Dean of the School of Communications (via invitation). The Dean and the Coordinator of General Education had a discussion concerning the difficulties in assessing the General Education Program in the School of Communications. The Coordinator of Gen. Ed. encouraged the Dean to move the School of Comm. to utilize the 9 goal program. The Dean continued to decline the suggestion and insisted on maintaining their program and assessing it themselves.

In February, 2007 this committee presented the Curriculum Committee with a General Education Student Survey for their approval. Approval of the Survey and approval for a pilot of the survey for the summer of 2007 was given by the committee on February, 20, 2007.

In March of 2007 the Coordinator of General Education (along with others involved with the General Education Program at Webster University) was summoned to provide Narrative information and Evidence to the Criterion 4 Task Force (Part of the Webster Accreditation Visit by HLC). The Coordinator of Gen. Ed. is also a member of this group.

In March - April 2007 the Coordinator of General Education at Webster University makes suggestions to the Curriculum Committee concerning revisions to the General Education Course Approval Form.

Modifications to the General Education Course Approval Form are submitted to the Curriculum Committee in April/May 2007. These modifications will move the application completely to Learning Outcome format.

April, 2007 the Coordinator of the General Education Program begins to develop and modify the 2009-2010 Webster University General Education Assessment Proposal.

September of 2007 the Coordinator of General Education makes final modifications to the new General Education Approval Form. The Coordinator of Gen. Ed. and Kathy Marlock agree that the Student Assessment Pilot continue in Fall 2007 (the CC agree).

October 2, 2007 the Coordinator of General Education presents the new General Education Approval Form to the Committee. The New Form is Approved by the Committee.

October, 2, 2007 the Coordinator of General Education initiates a discussion of Issues and Topic courses approved for General Ed. Coding before the last digit numbering system was implemented. Might we work toward attaining last digit designation for those courses in order to simplify for students, advising and the registrar?

October 11, 2007 the Coordinator of General Education presents the 2004-2005 Gen. Ed. Assessment rational and process to the International Academic Directors and asks for their suggestions concerning the 2009-2010 Gen. Ed. Assessment.

Spring 2008 the Coordinator of the General Education Program sends drafts of the 2009-2010 Assessment of General Education Proposal and the early development of the 2009-2010 Assessment of General Education Final Report to Dr. James Staley, Associate VP for Academic Affairs and Dr. Kathy Marlock, Director of Assessment at Webster University for their council.

September, 2008 the Coordinator of the General Education Program presents the 2009-2010 Assessment of General Education Proposal to the Curriculum Committee.

January 25, 2010  
Department Head  
Program Director  
Academic Director

The Higher Learning Commission requires a periodic assessment of the Webster University General Education Program to determine whether the outcomes of this program verify “completion of an identifiable and coherent undergraduate level general education component.” In preparation for Webster’s upcoming reaccreditation, the Curriculum Committee has developed the attached survey as one facet of their evaluation of the General Education program.

In this packet you will find a list of the General Education courses identified by the Registrar’s Office as being taught in your department or at your site during the Fall 2009 and Spring 2010 school year. The committee is asking:

- 1) That a survey be completed by the instructor for each section of Gen Ed courses taught. If there are additional Gen Ed courses taught that have not been identified on the list, please duplicate and fill out surveys for those courses. If a particular Gen Ed course listed is not being taught this academic year (or at all), please note that on the attached list and no survey will be required for that course.
- 2) Please have each assessor refer to the General Education Goals Criteria attached to each survey, as well as to the appropriate course section syllabus, when filling out the survey for each course section.
- 3) Each completed survey should be returned accompanied by the syllabus used for that course section.
- 4) We are then asking that each Department Head, Program Director or Academic Director sign off on each survey to insure that it is complete with the syllabus attached.
- 5) Surveys with attached syllabi should be returned to the Office of Academic Affairs at the Webster University home campus in St. Louis. The deadline for return of this information is March 7, 2010.

The survey is straightforward and will provide the initial data necessary to begin assessing the effectiveness of this program. Your full participation is important as it insures a representative sampling and facilitates our ability to draw accurate conclusions in our analysis. Should you have questions about the survey, please feel free to contact

Gary Glasgow, the Curriculum Committee representative, at (314) 968-6934), or email (glasgoga@webster.edu).

Thank you in advance for your assistance.

Sincerely,

Neil J. George  
Executive Vice President and  
Vice President for academic Affairs

Peter Sargent  
Dean  
Leigh Gerding College of Fine Arts

## GENERAL EDUCATION COURSE ASSESSMENT

COURSE PREFIX,NUMBER & SECTION \_\_\_\_\_

COURSE NAME \_\_\_\_\_

GENERAL EDUCATION CODE 1 \_\_\_\_\_

GENERAL EDUCATION CODE 2 \_\_\_\_\_ (if doubled coded)

INSTRUCTOR/ASSESSOR \_\_\_\_\_

DATE \_\_\_\_\_ FULL TIME \_\_\_\_ ADJUNCT \_\_\_\_

**DIRECTIONS : PLEASE READ CAREFULLY AND CHECK (X) ALL THAT APPLY. USE THE ATTACHED GENERAL EDUCATION CODE CRITERIA AND YOUR COURSE SYLLABUS IN COMPLETING THIS ASSESSMENT.**

A. RELATE HOW THIS COURSE (IN YOUR OPINION) MEETS THE GE GOAL CRITERIA FOR ITS CODE(S) . CHECK ALL THAT APPLY

	CODE 1	CODE 2
INSTRUCTOR LECTURE/PRESENTATION	_____	_____
READING REQUIREMENTS	_____	_____
WRITTEN REQUIREMENTS	_____	_____
EXAMS	_____	_____
COURSE DISCUSSION/ACTIVITY	_____	_____
REQUIRED OUT OF CLASS ASSIGNMENTS	_____	_____
/EXPERIENCES	_____	_____

B. INDICATE HOW THE SYLLABUS FOR THIS COURSE RELATES TO THE STUDENT THE GEN. ED. COURSE GOALS AND INDICATE HOW STUDENT ACHIEVEMENT OF GEN. ED. GOALS WILL BE ASSESSED (REMEMBER TO INCLUDE A COPY OF THE COURSE SYLLABUS.) . CHECK ALL THAT APPLY.

GEN ED GOALS FOR THE CODE(S) ARE RELATED ON THE SYLLABUS IN:

	CODE 1	CODE 2
COURSE DESCRIPTION	_____	_____
COURSE OBJECTIVES/OUTCOMES	_____	_____
PROCESS OF THE COURSE	_____	_____
OTHER _____	_____	_____

STUDENT ACHIEVEMENT OF GEN. ED. GOALS ARE ASSESSED WITHIN:

	CODE 1	CODE 2
EXAMS	_____	_____
PAPERS	_____	_____
PORTFOLIOS	_____	_____
CLASS EXERCISES	_____	_____
OTHER _____		

C. HOW COULD YOU IMPROVE THIS SYLLABUS IN ORDER TO BETTER INSURE THAT THE GENERAL EDUCATION COURSE GOALS ARE CLEARLY STATED ON THE SYLLABUS AND ASSESSED IN THE COURSE? CHECK ALL THAT APPLY.

GEN ED GOALS FOR THE CODE(S) COULD BE RELATED ON THE SYLLABUS IN:

	CODE 1	CODE 2
COURSE DESCRIPTION	_____	_____
COURSE OBJECTIVES/OUTCOME	_____	_____
PROCESS OF THE COURSE	_____	_____
OTHER _____		

STUDENT ACHIEVEMENT OF GEN. ED. GOALS COULD BE ASSESSED BY:

	CODE 1	CODE 2
EXAMS	_____	_____
PAPERS	_____	_____
PORTFOLIOS	_____	_____
CLASS EXERCISES	_____	_____
OTHER _____		

DISCUSS THE FOLLOWING (ATTACH ADDITIONAL PAPER IF NEEDED)  
HOW WILL YOU IMPROVE THIS COURSE OR SYLLABUS

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ARE YOU SATISFIED WITH THE CURRENT STRUCTURE OF THE PROGRAM AND DO YOU THINK THAT LEARNING OUTCOMES ARE BEING MET?

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DEPARTMENT CHAIR VERIFICATION

This General Education Course continues to meet the goals criteria for its Code (s)

Dept. Chair or Academic Director (Signed) \_\_\_\_\_

## **GENERAL EDUCATION GOALS CRITERIA**

### **GENERAL EDUCATION GOAL: CRITICAL THINKING**

**DEFINITION:** A systematic method of examining and evaluating arguments.

#### **CRITERIA FOR A CRITICAL THINKING COURSE OR EXPERIENCE:**

- Teaches a systematic approach to thinking
- Develops the ability to examine arguments by identifying, analyzing, and evaluating claims and the evidence offered in support of these claims
- Assesses the student substantially on the inquiry process, not content
- Requires active student participation

### **GENERAL EDUCATION GOAL: COMMUNICATIONS**

**DEFINITION:** Writing and speaking, which are clear, concise and accurate when, conveyed to a broad audience.

#### **CRITERIA FOR A COMMUNICATIONS COURSE OR EXPERIENCE:**

- Teaches a systematic approach to written or oral communications in English
- Provides significant opportunities to utilize, practice, and improve these components of literacy

### **GENERAL EDUCATION GOAL: HISTORICAL CONSCIOUSNESS**

**DEFINITION:** Recognition of causes, relationships and sequences within seemingly random social and historical events.

#### **CRITERIA FOR A HISTORICAL CONSCIOUSNESS COURSE OR EXPERIENCE:**

- Imbeds facts within their human contexts
- Examines multiple causality in events
- Establishes a sense of sequence
- Utilizes historical evidence

### **GENERAL EDUCATION GOAL: HUMANITIES**

**DEFINITION:** Analysis of the themes of human experiences through the legacy of great works and ideas.

#### **CRITERIA FOR A HUMANITIES COURSE OR EXPERIENCE:**

- Utilizes original works or texts instead of secondary interpretations
- Provides the student with multiple perspectives on themes of the human condition

### **GENERAL EDUCATION GOAL: VALUES**

**DEFINITION:** Critical reflection on the attitudes and beliefs relevant to individual and social choices and actions.

#### **CRITERIA FOR A VALUES COURSE OR EXPERIENCE:**

- Exposes the student to a wide range of normative standards for ethical choices
- Provides for the student's articulation and critique of the attitudes and beliefs that underlie ethical choices

**GENERAL EDUCATION GOAL: CULTURAL UNDERSTANDING**

**DEFINITION:** Examination and comparison of international and/or diverse cultures

**CRITERIA FOR A CULTURAL UNDERSTANDING COURSE OR EXPERIENCE**

- Promotes global or international perspectives, or offers a comparative study of different cultures within one's own society
- Reflects on one's own culture in light of another culture
- Encourages understanding of both difference and similarity among cultures.

**GENERAL EDUCATION GOAL: ARTS APPRECIATION**

**DEFINITION:** Recognition of artistic expressions gained through analysis, reflection

or practical experience.

**CRITERIA FOR AN ARTS APPRECIATION COURSE OR EXPERIENCE.**

- Teaches the languages and the formal qualities of the varied forms of the arts
- Encourages active observation, participation and response
- Analyzes or involves the student in the creative process

**GENERAL EDUCATION GOAL: SCIENTIFIC UNDERSTANDING**

**DEFINITION:** Analysis of concepts of a scientific discipline and its methods, limitations, and impact in the modern world.

**CRITERIA FOR A SCIENTIFIC UNDERSTANDING COURSE OR EXPERIENCE:**

- Reveals how theories are formed, tested and validated
- Discriminates between conclusions developed from the application of scientific and of nonscientific reasoning
- Differentiates between observation and inferences, and between accidental discovery and the scientific method.

**GENERAL EDUCATION GOAL: MATHEMATICS**

**DEFINITION:** Recognition of the value and beauty of mathematics as well as the ability to appraise and use quantitative data.

**CRITERIA FOR A MATHEMATICS COURSE OR EXPERIENCE:**

- Allows the student to explore, conjecture and reason logically
- Uses a variety of mathematical methods effectively to solve nonroutine problem
- Enables the student to judge the role of mathematical reasoning in real-life situations

Encourages the student to communicate mathematically.

The Reminder letter.

February 17, 2010

Dear Department Head, Program Director or Academic Director,

This letter is just a friendly reminder that the deadline for return of the General Education Assessment surveys (March 7<sup>th</sup>) is fast approaching. Surveys with attached syllabi should be returned to the Office of Academic Affairs at the Webster University home campus in St. Louis. Your full participation is vital to our ability to draw accurate conclusions in our research.

Please remember that we are asking that each Department Head, Program Director or Academic Director sign off on each survey to insure that it is complete with the syllabus for each course section attached. Should you have questions about the survey, please feel free to contact Gary Glasgow, the Curriculum Committee representative, at (314) 968-6934, or e-mail ([glasgoga@webster.edu](mailto:glasgoga@webster.edu)).

Thank you in advance for your assistance,

Dr. Neil George  
Executive Vice President, VP Academic affairs  
Webster University  
470 E. Lockwood  
St. Louis, MO 63119

## **Section 9**

### **Assessment of the General Education Program (Results)**

## **Survey Assessment : Goals and Statistical Analysis of Results**

The survey assessment was intended to accomplish the following specific assessment goals (developed from the original proposal – third assessment area):

- 1) The survey would assess every General Education Course offered during the academic year Fall 2009 and Spring 2010.
- 2) The survey assessment would be given to all professors who taught a General Education Course at any and all Webster University Campuses.
- 3) In the process of completing the survey, the professor is reminded that their course is coded and how the course is coded.
- 4) In the process of completing the survey, the professor is reminded of their responsibility in relating the learning outcomes to their students in both the syllabus and the class.
- 5) In the process of completing the survey, the professor is reminded that the General Education material taught in the course must be assessed in the course.
- 6) The professor is encouraged to consider ways in which the course and the syllabus might be improved in order to better relate General Education material to the student and assess that material.
- 7) The professor is given the opportunity to give their opinion concerning the General Education Program and ways in which the program might be improved.

- 8) The Program Director or Department Chair has the opportunity to review, in detail, the coded General Education Courses offered at their site or within their department.
- 9) The statistical analysis of the results of the survey allow all faculty and administration members to view the state of the General Education Program in relation to individual, site or departmental, and university wide implementation.
- 10) The results also offer the Curriculum Committee the opportunity to consider any recommendations for modification as suggested by the professors who teach the General Education Coded courses.

A total of 1,077 General Education Assessment Surveys were sent out to Chairpersons and Program Directors and distributed to faculty. 902 surveys were returned, yielding a return rate of 83.75 % . The following pages relate the statistical analysis of the results of the General Education Assessment Surveys.

### **Analytical Summary**

A survey was distributed to Webster University instructors of courses coded for general education in spring semester of 2010. This survey asked the instructor to relate how the course met the general education criteria, where the general education criteria were communicated to students in the syllabus, and where the general education criteria were assessed. Additionally, the instructors were asked to identify where the syllabus and the achievement assessment could be improved regarding the general education criteria. This section presents the results of that survey.

Surveys were sent to all instructors, worldwide, who would teach a course-section coded for general education in SY 09-10. 669 surveys were completed and returned. 235 surveys (35.1%) of that total were coded for two general education codes. Here is a breakout of how these surveys were distributed by school within the university.

	Number of Surveys	Number of 2d Code	Percentage of 2d Code
Total University	669	235	35.1%
Arts & Sciences	439	146	33.3%

Business & Technology	97	34	35.1%
Communications	84	30	35.7%
Fine Arts	23	11	47.8%
Interdisciplinary Studies	26	14	53.8%
Extended Campuses	244	154	63.1%

**Table 1**

Note: The Extended Campus surveys are included within the respective school and also shown separately and do not include the Metro Saint Louis campuses.

Results for the surveys stratified by department are in Table 3.

Most of the school and department survey results followed the general trend of responses in the university-wide compilation. Most respondents (90% range) felt that their course met the general education criteria. The schools choose different general education criteria assessment preferences. The School of Business & Technology preferred examinations and class exercises while the School of Arts & Sciences, the Fine Arts School and the School of Communications prefer to use papers and class discussion for assessment. University-wide, about 30% of respondents saw areas where the syllabus and the achievement assessment could be improved regarding the general education criteria.

Some differences were observed in the distribution of full-time faculty versus adjunct faculty respondents. Table 2 shows the distributions of faculty respondents.

	Full-Time	Adjunct	Unidentified
Total University	24.1%	56.7%	19.2%
Arts & Sciences	21.0%	58.8%	20.2%
Business & Technology	60.8%	28.9%	10.3%
Communications	8.3%	64.3%	27.4%
Fine Arts	0.0%	73.9%	26.1%
Interdisciplinary Studies	11.5%	84.6%	3.9%
Extended Campuses	2.0%	63.1%	34.9%

**Table 2**

Unfortunately, not every survey identified the assessor's faculty status. The high percentage of full-time faculty respondents in the School of Business & Technology is skewed by the fact that one department (Mathematics & Computer Science) choose to

have one full-time faculty member conduct the assessment of all of the department's courses in the Saint Louis Metro area.

The remainder of this summary section presents the response percentages for the individual survey questions for each of the seven major divisions shown in Table 1. Similar detailed information for the individual departments is less informative since most departments had a low enough number of surveys and therefore compiled to less informative response percentages.

	Number of Surveys	Number of 2d Code	Percentage of 2d Code
Behavioral and Social Sciences	128	56	43.7%
Biological Sciences	2	0	0.0%
English	70	26	37.1%
Foreign Languages and Literatures	129	10	7.7%
History and Politics	31	13	41.9%
Philosophy	48	28	58.3%
Religious Studies	31	13	41.9%
Art & Art History	10	10	100.0%
Music	7	0	0.0%
Theater and Dance	6	1	16.7%
Business	20	11	55.0%
Management	1	0	0.0%
Mathematics and Computer Science	76	23	30.2%
Communications and Journalism	58	18	31.0%
Electronic and Photographic Media	26	12	46.1%
Interdisciplinary Studies	26	14	53.8%

**Table 3**

Note: the extended campus surveys are included within the department numbers shown.

# GENERAL EDUCATION COURSE ASSESSMENT

COURSE PREFIX, NUMBER & SECTION Webster University

COURSE NAME Entire University System

GENERAL EDUCATION CODE 1 667 total surveys

GENERAL EDUCATION CODE 2 235 with 2d code (33.6%) (if doubled coded)

INSTRUCTOR/ASSESSOR \_\_\_\_\_

DATE \_\_\_\_\_ FULL TIME 24.1% ADJUNCT 56.7%

DIRECTIONS : PLEASE READ CAREFULLY AND CHECK (X) ALL THAT APPLY. USE THE ATTACHED GENERAL EDUCATION CODE CRITERIA AND YOUR COURSE SYLLABUS IN COMPLETING THIS ASSESSMENT.

A. RELATE HOW THIS COURSE (IN YOUR OPINION) MEETS THE GE GOAL CRITERIA FOR ITS CODE(S) . CHECK ALL THAT APPLY

	CODE 1	CODE 2
INSTRUCTOR LECTURE/PRESENTATION	<u>95.4%</u>	<u>91.1%</u>
READING REQUIREMENTS	<u>93.6%</u>	<u>91.5%</u>
WRITTEN REQUIREMENTS	<u>91.9%</u>	<u>86.0%</u>
EXAMS	<u>80.1%</u>	<u>80.0%</u>
COURSE DISCUSSION/ACTIVITY	<u>96.3%</u>	<u>89.4%</u>
REQUIRED OUT OF CLASS ASSIGNMENTS /EXPERIENCES	<u>68.8%</u>	<u>60.9%</u>

B. INDICATE HOW THE SYLLABUS FOR THIS COURSE RELATES TO THE STUDENT THE GEN. ED. COURSE GOALS AND INDICATE HOW STUDENT ACHIEVEMENT OF GEN. ED. GOALS WILL BE ASSESSED (REMEMBER TO INCLUDE A COPY OF THE COURSE SYLLABUS.) . CHECK ALL THAT APPLY.

GEN ED GOALS FOR THE CODE(S) ARE RELATED ON THE SYLLABUS IN:

	CODE 1	CODE 2
COURSE DESCRIPTION	<u>85.9%</u>	<u>83.0%</u>
COURSE OBJECTIVES/OUTCOMES	<u>82.2%</u>	<u>73.6%</u>
PROCESS OF THE COURSE	<u>81.9%</u>	<u>71.1%</u>
OTHER _____		

STUDENT ACHIEVEMENT OF GEN. ED. GOALS ARE ASSESSED WITHIN:

	CODE 1	CODE 2
EXAMS	<u>80.6%</u>	<u>79.1%</u>
PAPERS	<u>75.0%</u>	<u>71.1%</u>
PORTFOLIOS	<u>13.2%</u>	<u>8.9%</u>
CLASS EXERCISES	<u>80.6%</u>	<u>72.8%</u>
OTHER _____		

C. HOW COULD YOU IMPROVE THIS SYLLABUS IN ORDER TO BETTER INSURE THAT THE GENERAL EDUCATION COURSE GOALS ARE CLEARLY STATED ON THE SYLLABUS AND ASSESSED IN THE COURSE? CHECK ALL THAT APPLY.

GEN ED GOALS FOR THE CODE(S) COULD BE RELATED ON THE SYLLABUS IN:

	CODE 1	CODE 2
COURSE DESCRIPTION	<u>33.2%</u>	<u>33.6%</u>
COURSE OBJECTIVES/OUTCOME	<u>36.9%</u>	<u>38.9%</u>
PROCESS OF THE COURSE	<u>20.9%</u>	<u>23.0%</u>
OTHER _____		

STUDENT ACHIEVEMENT OF GEN. ED. GOALS COULD BE ASSESSED BY:

	CODE 1	CODE 2
EXAMS	<u>27.2%</u>	<u>27.2%</u>
PAPERS	<u>26.5%</u>	<u>26.8%</u>
PORTFOLIOS	<u>8.1%</u>	<u>4.7%</u>
CLASS EXERCISES	<u>28.0%</u>	<u>28.9%</u>
OTHER _____		

DISCUSS THE FOLLOWING (ATTACH ADDITIONAL PAPER IF NEEDED)  
HOW WILL YOU IMPROVE THIS COURSE OR SYLLABUS

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ARE YOU SATISFIED WITH THE CURRENT STRUCTURE OF THE PROGRAM AND DO YOU THINK THAT LEARNING OUTCOMES ARE BEING MET?

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DEPARTMENT CHAIR VERIFICATION

This General Education Course continues to meet the goals criteria for its Code (s)

Dept. Chair or Academic Director (Signed) \_\_\_\_\_

# GENERAL EDUCATION COURSE ASSESSMENT

COURSE PREFIX, NUMBER & SECTION Webster University

COURSE NAME School of Arts & Sciences

GENERAL EDUCATION CODE 1 439 total surveys (65.6% of University)

GENERAL EDUCATION CODE 2 146 with 2d code (33.3%) (if doubled coded)

INSTRUCTOR/ASSESSOR \_\_\_\_\_

DATE \_\_\_\_\_ FULL TIME 21.0% ADJUNCT 58.8%

DIRECTIONS : PLEASE READ CAREFULLY AND CHECK (X) ALL THAT APPLY. USE THE ATTACHED GENERAL EDUCATION CODE CRITERIA AND YOUR COURSE SYLLABUS IN COMPLETING THIS ASSESSMENT.

A. RELATE HOW THIS COURSE (IN YOUR OPINION) MEETS THE GE GOAL CRITERIA FOR ITS CODE(S) . CHECK ALL THAT APPLY

	CODE 1	CODE 2
INSTRUCTOR LECTURE/PRESENTATION	<u>93.8%</u>	<u>93.2%</u>
READING REQUIREMENTS	<u>93.2%</u>	<u>93.2%</u>
WRITTEN REQUIREMENTS	<u>92.0%</u>	<u>88.4%</u>
EXAMS	<u>78.8%</u>	<u>80.1%</u>
COURSE DISCUSSION/ACTIVITY	<u>96.6%</u>	<u>93.2%</u>
REQUIRED OUT OF CLASS ASSIGNMENTS /EXPERIENCES	<u>72.9%</u>	<u>62.3%</u>

B. INDICATE HOW THE SYLLABUS FOR THIS COURSE RELATES TO THE STUDENT THE GEN. ED. COURSE GOALS AND INDICATE HOW STUDENT ACHIEVEMENT OF GEN. ED. GOALS WILL BE ASSESSED (REMEMBER TO INCLUDE A COPY OF THE COURSE SYLLABUS.) . CHECK ALL THAT APPLY.

GEN ED GOALS FOR THE CODE(S) ARE RELATED ON THE SYLLABUS IN:

	CODE 1	CODE 2
COURSE DESCRIPTION	<u>83.1%</u>	<u>89.0%</u>
COURSE OBJECTIVES/OUTCOMES	<u>80.6%</u>	<u>77.4%</u>
PROCESS OF THE COURSE	<u>82.2%</u>	<u>74.0%</u>
OTHER _____		

STUDENT ACHIEVEMENT OF GEN. ED. GOALS ARE ASSESSED WITHIN:

	CODE 1	CODE 2
EXAMS	<u>80.2%</u>	<u>78.8%</u>
PAPERS	<u>78.4%</u>	<u>81.5%</u>
PORTFOLIOS	<u>16.9%</u>	<u>11.6%</u>
CLASS EXERCISES	<u>77.2%</u>	<u>73.3%</u>
OTHER _____		

C. HOW COULD YOU IMPROVE THIS SYLLABUS IN ORDER TO BETTER INSURE THAT THE GENERAL EDUCATION COURSE GOALS ARE CLEARLY STATED ON THE SYLLABUS AND ASSESSED IN THE COURSE? CHECK ALL THAT APPLY.

GEN ED GOALS FOR THE CODE(S) COULD BE RELATED ON THE SYLLABUS IN:

	CODE 1	CODE 2
COURSE DESCRIPTION	<u>35.8%</u>	<u>37.0%</u>
COURSE OBJECTIVES/OUTCOME	<u>37.8%</u>	<u>37.0%</u>
PROCESS OF THE COURSE	<u>20.5%</u>	<u>22.6%</u>
OTHER _____		

STUDENT ACHIEVEMENT OF GEN. ED. GOALS COULD BE ASSESSED BY:

	CODE 1	CODE 2
EXAMS	<u>28.7%</u>	<u>28.1%</u>
PAPERS	<u>27.8%</u>	<u>29.5%</u>
PORTFOLIOS	<u>10.0%</u>	<u>4.1%</u>
CLASS EXERCISES	<u>29.2%</u>	<u>32.9%</u>
OTHER _____		

DISCUSS THE FOLLOWING (ATTACH ADDITIONAL PAPER IF NEEDED)  
HOW WILL YOU IMPROVE THIS COURSE OR SYLLABUS

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**NOTE: Assessment category values above are percentages of the total surveys in this section of the university.**

ARE YOU SATISFIED WITH THE CURRENT STRUCTURE OF THE PROGRAM AND DO YOU THINK THAT LEARNING OUTCOMES ARE BEING MET?

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DEPARTMENT CHAIR VERIFICATION

This General Education Course continues to meet the goals criteria for its Code (s)

Dept. Chair or Academic Director (Signed) \_\_\_\_\_

# GENERAL EDUCATION COURSE ASSESSMENT

COURSE PREFIX, NUMBER & SECTION Webster University

COURSE NAME School of Business & Technology

GENERAL EDUCATION CODE 1 97 total surveys (14.5% of University)

GENERAL EDUCATION CODE 2 34 with 2d code (35.0%) (if doubled coded)

INSTRUCTOR/ASSESSOR \_\_\_\_\_

DATE \_\_\_\_\_ FULL TIME 60.8% ADJUNCT 28.9%

DIRECTIONS : PLEASE READ CAREFULLY AND CHECK (X) ALL THAT APPLY. USE THE ATTACHED GENERAL EDUCATION CODE CRITERIA AND YOUR COURSE SYLLABUS IN COMPLETING THIS ASSESSMENT.

A. RELATE HOW THIS COURSE (IN YOUR OPINION) MEETS THE GE GOAL CRITERIA FOR ITS CODE(S) . CHECK ALL THAT APPLY

	CODE 1	CODE 2
INSTRUCTOR LECTURE/PRESENTATION	<u>99.0%</u>	<u>100.0%</u>
READING REQUIREMENTS	<u>97.9%</u>	<u>100.0%</u>
WRITTEN REQUIREMENTS	<u>89.7%</u>	<u>88.2%</u>
EXAMS	<u>96.9%</u>	<u>100.0%</u>
COURSE DISCUSSION/ACTIVITY	<u>94.8%</u>	<u>94.1%</u>
REQUIRED OUT OF CLASS ASSIGNMENTS /EXPERIENCES	<u>33.0%</u>	<u>35.3%</u>

B. INDICATE HOW THE SYLLABUS FOR THIS COURSE RELATES TO THE STUDENT THE GEN. ED. COURSE GOALS AND INDICATE HOW STUDENT ACHIEVEMENT OF GEN. ED. GOALS WILL BE ASSESSED (REMEMBER TO INCLUDE A COPY OF THE COURSE SYLLABUS.) . CHECK ALL THAT APPLY.

GEN ED GOALS FOR THE CODE(S) ARE RELATED ON THE SYLLABUS IN:

	CODE 1	CODE 2
COURSE DESCRIPTION	<u>85.6%</u>	<u>82.4%</u>
COURSE OBJECTIVES/OUTCOMES	<u>78.4%</u>	<u>61.8%</u>
PROCESS OF THE COURSE	<u>81.4%</u>	<u>70.6%</u>
OTHER _____		

STUDENT ACHIEVEMENT OF GEN. ED. GOALS ARE ASSESSED WITHIN:

	CODE 1	CODE 2
EXAMS	<u>96.9%</u>	<u>100.0%</u>
PAPERS	<u>35.1%</u>	<u>20.6%</u>
PORTFOLIOS	<u>5.2%</u>	<u>2.9%</u>
CLASS EXERCISES	<u>92.8%</u>	<u>94.1%</u>
OTHER _____		

C. HOW COULD YOU IMPROVE THIS SYLLABUS IN ORDER TO BETTER INSURE THAT THE GENERAL EDUCATION COURSE GOALS ARE CLEARLY STATED ON THE SYLLABUS AND ASSESSED IN THE COURSE? CHECK ALL THAT APPLY.

GEN ED GOALS FOR THE CODE(S) COULD BE RELATED ON THE SYLLABUS IN:

	CODE 1	CODE 2
COURSE DESCRIPTION	<u>26.8%</u>	<u>47.1%</u>
COURSE OBJECTIVES/OUTCOME	<u>41.2%</u>	<u>64.7%</u>
PROCESS OF THE COURSE	<u>20.6%</u>	<u>26.5%</u>
OTHER _____		

STUDENT ACHIEVEMENT OF GEN. ED. GOALS COULD BE ASSESSED BY:

	CODE 1	CODE 2
EXAMS	<u>22.7%</u>	<u>26.5%</u>
PAPERS	<u>13.4%</u>	<u>14.7%</u>
PORTFOLIOS	<u>5.2%</u>	<u>5.9%</u>
CLASS EXERCISES	<u>19.6%</u>	<u>23.5%</u>
OTHER _____		

DISCUSS THE FOLLOWING (ATTACH ADDITIONAL PAPER IF NEEDED)  
HOW WILL YOU IMPROVE THIS COURSE OR SYLLABUS

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**NOTE: Assessment category values above are percentages of the total surveys in this section of the university.**

ARE YOU SATISFIED WITH THE CURRENT STRUCTURE OF THE PROGRAM AND DO YOU THINK THAT LEARNING OUTCOMES ARE BEING MET?

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DEPARTMENT CHAIR VERIFICATION

This General Education Course continues to meet the goals criteria for its Code (s)

Dept. Chair or Academic Director (Signed) \_\_\_\_\_

# GENERAL EDUCATION COURSE ASSESSMENT

COURSE PREFIX, NUMBER & SECTION Webster University

COURSE NAME Communications School

GENERAL EDUCATION CODE 1 84 total surveys (12.6% of University)

GENERAL EDUCATION CODE 2 30 with 2d code (35.7%) (if doubled coded)

INSTRUCTOR/ASSESSOR \_\_\_\_\_

DATE \_\_\_\_\_ FULL TIME 8.3% ADJUNCT 64.3%

DIRECTIONS : PLEASE READ CAREFULLY AND CHECK (X) ALL THAT APPLY. USE THE ATTACHED GENERAL EDUCATION CODE CRITERIA AND YOUR COURSE SYLLABUS IN COMPLETING THIS ASSESSMENT.

A. RELATE HOW THIS COURSE (IN YOUR OPINION) MEETS THE GE GOAL CRITERIA FOR ITS CODE(S) . CHECK ALL THAT APPLY

	CODE 1	CODE 2
INSTRUCTOR LECTURE/PRESENTATION	<u>98.8%</u>	<u>70.0%</u>
READING REQUIREMENTS	<u>90.5%</u>	<u>73.3%</u>
WRITTEN REQUIREMENTS	<u>91.7%</u>	<u>73.3%</u>
EXAMS	<u>69.0%</u>	<u>53.3%</u>
COURSE DISCUSSION/ACTIVITY	<u>97.6%</u>	<u>66.7%</u>
REQUIRED OUT OF CLASS ASSIGNMENTS /EXPERIENCES	<u>75.0%</u>	<u>66.7%</u>

B. INDICATE HOW THE SYLLABUS FOR THIS COURSE RELATES TO THE STUDENT THE GEN. ED. COURSE GOALS AND INDICATE HOW STUDENT ACHIEVEMENT OF GEN. ED. GOALS WILL BE ASSESSED (REMEMBER TO INCLUDE A COPY OF THE COURSE SYLLABUS.) . CHECK ALL THAT APPLY.

GEN ED GOALS FOR THE CODE(S) ARE RELATED ON THE SYLLABUS IN:

	CODE 1	CODE 2
COURSE DESCRIPTION	<u>92.9%</u>	<u>50.0%</u>
COURSE OBJECTIVES/OUTCOMES	<u>90.5%</u>	<u>60.0%</u>
PROCESS OF THE COURSE	<u>79.8%</u>	<u>53.3%</u>
OTHER _____		

STUDENT ACHIEVEMENT OF GEN. ED. GOALS ARE ASSESSED WITHIN:

	CODE 1	CODE 2
EXAMS	<u>67.9%</u>	<u>56.7%</u>
PAPERS	<u>95.2%</u>	<u>66.7%</u>
PORTFOLIOS	<u>2.4%</u>	<u>3.3%</u>
CLASS EXERCISES	<u>86.9%</u>	<u>60.0%</u>
OTHER _____		

C. HOW COULD YOU IMPROVE THIS SYLLABUS IN ORDER TO BETTER INSURE THAT THE GENERAL EDUCATION COURSE GOALS ARE CLEARLY STATED ON THE SYLLABUS AND ASSESSED IN THE COURSE? CHECK ALL THAT APPLY.

GEN ED GOALS FOR THE CODE(S) COULD BE RELATED ON THE SYLLABUS IN:

	CODE 1	CODE 2
COURSE DESCRIPTION	<u>33.3%</u>	<u>20.0%</u>
COURSE OBJECTIVES/OUTCOME	<u>33.3%</u>	<u>33.3%</u>
PROCESS OF THE COURSE	<u>22.6%</u>	<u>26.7%</u>
OTHER _____		

STUDENT ACHIEVEMENT OF GEN. ED. GOALS COULD BE ASSESSED BY:

	CODE 1	CODE 2
EXAMS	<u>23.8%</u>	<u>33.3%</u>
PAPERS	<u>35.7%</u>	<u>40.0%</u>
PORTFOLIOS	<u>3.6%</u>	<u>10.0%</u>
CLASS EXERCISES	<u>35.7%</u>	<u>33.3%</u>
OTHER _____		

DISCUSS THE FOLLOWING (ATTACH ADDITIONAL PAPER IF NEEDED)  
HOW WILL YOU IMPROVE THIS COURSE OR SYLLABUS

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**NOTE: Assessment category values above are percentages of the total surveys in this section of the university.**

ARE YOU SATISFIED WITH THE CURRENT STRUCTURE OF THE PROGRAM AND DO YOU THINK THAT LEARNING OUTCOMES ARE BEING MET?

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DEPARTMENT CHAIR VERIFICATION

This General Education Course continues to meet the goals criteria for it's Code (s)

Dept. Chair or Academic Director (Signed) \_\_\_\_\_

# GENERAL EDUCATION COURSE ASSESSMENT

COURSE PREFIX, NUMBER & SECTION Webster University

COURSE NAME Fine Arts School

GENERAL EDUCATION CODE 1 23 total surveys (3.4% of University)

GENERAL EDUCATION CODE 2 11 with 2d code (47.8%) (if doubled coded)

INSTRUCTOR/ASSESSOR \_\_\_\_\_

DATE \_\_\_\_\_ FULL TIME 0.0% ADJUNCT 73.9%

DIRECTIONS : PLEASE READ CAREFULLY AND CHECK (X) ALL THAT APPLY. USE THE ATTACHED GENERAL EDUCATION CODE CRITERIA AND YOUR COURSE SYLLABUS IN COMPLETING THIS ASSESSMENT.

A. RELATE HOW THIS COURSE (IN YOUR OPINION) MEETS THE GE GOAL CRITERIA FOR ITS CODE(S) . CHECK ALL THAT APPLY

	CODE 1	CODE 2
INSTRUCTOR LECTURE/PRESENTATION	<u>100.0%</u>	<u>90.9%</u>
READING REQUIREMENTS	<u>91.3%</u>	<u>90.9%</u>
WRITTEN REQUIREMENTS	<u>91.3%</u>	<u>72.7%</u>
EXAMS	<u>82.6%</u>	<u>72.7%</u>
COURSE DISCUSSION/ACTIVITY	<u>87.0%</u>	<u>81.8%</u>
REQUIRED OUT OF CLASS ASSIGNMENTS /EXPERIENCES	<u>95.7%</u>	<u>72.7%</u>

B. INDICATE HOW THE SYLLABUS FOR THIS COURSE RELATES TO THE STUDENT THE GEN. ED. COURSE GOALS AND INDICATE HOW STUDENT ACHIEVEMENT OF GEN. ED. GOALS WILL BE ASSESSED (REMEMBER TO INCLUDE A COPY OF THE COURSE SYLLABUS.) . CHECK ALL THAT APPLY.

GEN ED GOALS FOR THE CODE(S) ARE RELATED ON THE SYLLABUS IN:

	CODE 1	CODE 2
COURSE DESCRIPTION	<u>100.0%</u>	<u>81.8%</u>
COURSE OBJECTIVES/OUTCOMES	<u>91.3%</u>	<u>81.8%</u>
PROCESS OF THE COURSE	<u>82.6%</u>	<u>63.6%</u>
OTHER _____		

STUDENT ACHIEVEMENT OF GEN. ED. GOALS ARE ASSESSED WITHIN:

	CODE 1	CODE 2
EXAMS	<u>73.9%</u>	<u>72.7%</u>
PAPERS	<u>87.0%</u>	<u>81.8%</u>
PORTFOLIOS	<u>21.7%</u>	<u>18.2%</u>
CLASS EXERCISES	<u>82.6%</u>	<u>63.6%</u>
OTHER _____		

C. HOW COULD YOU IMPROVE THIS SYLLABUS IN ORDER TO BETTER INSURE THAT THE GENERAL EDUCATION COURSE GOALS ARE CLEARLY STATED ON THE SYLLABUS AND ASSESSED IN THE COURSE? CHECK ALL THAT APPLY.

GEN ED GOALS FOR THE CODE(S) COULD BE RELATED ON THE SYLLABUS IN:

	CODE 1	CODE 2
COURSE DESCRIPTION	<u>34.8%</u>	<u>27.3%</u>
COURSE OBJECTIVES/OUTCOME	<u>34.8%</u>	<u>27.3%</u>
PROCESS OF THE COURSE	<u>39.1%</u>	<u>36.4%</u>
OTHER _____		

STUDENT ACHIEVEMENT OF GEN. ED. GOALS COULD BE ASSESSED BY:

	CODE 1	CODE 2
EXAMS	<u>34.8%</u>	<u>18.2%</u>
PAPERS	<u>34.8%</u>	<u>9.1%</u>
PORTFOLIOS	<u>8.7%</u>	<u>0.0%</u>
CLASS EXERCISES	<u>34.8%</u>	<u>18.2%</u>
OTHER _____		

DISCUSS THE FOLLOWING (ATTACH ADDITIONAL PAPER IF NEEDED)  
HOW WILL YOU IMPROVE THIS COURSE OR SYLLABUS

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**NOTE: Assessment category values above are percentages of the total surveys in this section of the university.**

ARE YOU SATISFIED WITH THE CURRENT STRUCTURE OF THE PROGRAM AND DO YOU THINK THAT LEARNING OUTCOMES ARE BEING MET?

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DEPARTMENT CHAIR VERIFICATION

This General Education Course continues to meet the goals criteria for its Code (s)

Dept. Chair or Academic Director (Signed) \_\_\_\_\_

# GENERAL EDUCATION COURSE ASSESSMENT

COURSE PREFIX, NUMBER & SECTION Webster University

COURSE NAME Interdisciplinary Studies

GENERAL EDUCATION CODE 1 26 total surveys (3.9% of University)

GENERAL EDUCATION CODE 2 14 with 2d code (53.8%) (if doubled coded)

INSTRUCTOR/ASSESSOR \_\_\_\_\_

DATE \_\_\_\_\_ FULL TIME 11.5% ADJUNCT 84.6%

DIRECTIONS : PLEASE READ CAREFULLY AND CHECK (X) ALL THAT APPLY. USE THE ATTACHED GENERAL EDUCATION CODE CRITERIA AND YOUR COURSE SYLLABUS IN COMPLETING THIS ASSESSMENT.

A. RELATE HOW THIS COURSE (IN YOUR OPINION) MEETS THE GE GOAL CRITERIA FOR ITS CODE(S) . CHECK ALL THAT APPLY

	CODE 1	CODE 2
INSTRUCTOR LECTURE/PRESENTATION	<u>92.3%</u>	<u>92.9%</u>
READING REQUIREMENTS	<u>96.2%</u>	<u>92.9%</u>
WRITTEN REQUIREMENTS	<u>100.0%</u>	<u>92.9%</u>
EXAMS	<u>73.1%</u>	<u>92.9%</u>
COURSE DISCUSSION/ACTIVITY	<u>100.0%</u>	<u>92.9%</u>
REQUIRED OUT OF CLASS ASSIGNMENTS /EXPERIENCES	<u>88.5%</u>	<u>85.7%</u>

B. INDICATE HOW THE SYLLABUS FOR THIS COURSE RELATES TO THE STUDENT THE GEN. ED. COURSE GOALS AND INDICATE HOW STUDENT ACHIEVEMENT OF GEN. ED. GOALS WILL BE ASSESSED (REMEMBER TO INCLUDE A COPY OF THE COURSE SYLLABUS.) . CHECK ALL THAT APPLY.

GEN ED GOALS FOR THE CODE(S) ARE RELATED ON THE SYLLABUS IN:

	CODE 1	CODE 2
COURSE DESCRIPTION	<u>100.0%</u>	<u>92.9%</u>
COURSE OBJECTIVES/OUTCOMES	<u>88.5%</u>	<u>85.7%</u>
PROCESS OF THE COURSE	<u>84.6%</u>	<u>85.7%</u>
OTHER _____		

STUDENT ACHIEVEMENT OF GEN. ED. GOALS ARE ASSESSED WITHIN:

	CODE 1	CODE 2
EXAMS	<u>73.1%</u>	<u>85.7%</u>
PAPERS	<u>92.3%</u>	<u>85.7%</u>
PORTFOLIOS	<u>7.7%</u>	<u>0.0%</u>
CLASS EXERCISES	<u>69.2%</u>	<u>50.0%</u>
OTHER _____		

C. HOW COULD YOU IMPROVE THIS SYLLABUS IN ORDER TO BETTER INSURE THAT THE GENERAL EDUCATION COURSE GOALS ARE CLEARLY STATED ON THE SYLLABUS AND ASSESSED IN THE COURSE? CHECK ALL THAT APPLY.

GEN ED GOALS FOR THE CODE(S) COULD BE RELATED ON THE SYLLABUS IN:

	CODE 1	CODE 2
COURSE DESCRIPTION	<u>11.5%</u>	<u>0.0%</u>
COURSE OBJECTIVES/OUTCOME	<u>19.2%</u>	<u>7.1%</u>
PROCESS OF THE COURSE	<u>7.7%</u>	<u>0.0%</u>
OTHER _____		

STUDENT ACHIEVEMENT OF GEN. ED. GOALS COULD BE ASSESSED BY:

	CODE 1	CODE 2
EXAMS	<u>23.1%</u>	<u>14.3%</u>
PAPERS	<u>15.4%</u>	<u>14.3%</u>
PORTFOLIOS	<u>0.0%</u>	<u>0.0%</u>
CLASS EXERCISES	<u>7.7%</u>	<u>0.0%</u>
OTHER _____		

DISCUSS THE FOLLOWING (ATTACH ADDITIONAL PAPER IF NEEDED)  
HOW WILL YOU IMPROVE THIS COURSE OR SYLLABUS

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**NOTE: Assessment category values above are percentages of the total surveys in this section of the university.**

ARE YOU SATISFIED WITH THE CURRENT STRUCTURE OF THE PROGRAM AND DO YOU THINK THAT LEARNING OUTCOMES ARE BEING MET?

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DEPARTMENT CHAIR VERIFICATION

This General Education Course continues to meet the goals criteria for its Code (s)

Dept. Chair or Academic Director (Signed) \_\_\_\_\_

# GENERAL EDUCATION COURSE ASSESSMENT

COURSE PREFIX, NUMBER & SECTION Webster University

COURSE NAME Extended Campuses

GENERAL EDUCATION CODE 1 244 total surveys (36.5% of University)

GENERAL EDUCATION CODE 2 154 with 2d code (63.1%) (if doubled coded)

INSTRUCTOR/ASSESSOR \_\_\_\_\_

DATE \_\_\_\_\_ FULL TIME 2.0% ADJUNCT 63.1%

DIRECTIONS : PLEASE READ CAREFULLY AND CHECK (X) ALL THAT APPLY. USE THE ATTACHED GENERAL EDUCATION CODE CRITERIA AND YOUR COURSE SYLLABUS IN COMPLETING THIS ASSESSMENT.

A. RELATE HOW THIS COURSE (IN YOUR OPINION) MEETS THE GE GOAL CRITERIA FOR ITS CODE(S) . CHECK ALL THAT APPLY

	CODE 1	CODE 2
INSTRUCTOR LECTURE/PRESENTATION	<u>97.1%</u>	<u>52.6%</u>
READING REQUIREMENTS	<u>93.9%</u>	<u>51.3%</u>
WRITTEN REQUIREMENTS	<u>91.4%</u>	<u>48.7%</u>
EXAMS	<u>87.3%</u>	<u>46.1%</u>
COURSE DISCUSSION/ACTIVITY	<u>94.7%</u>	<u>50.0%</u>
REQUIRED OUT OF CLASS ASSIGNMENTS /EXPERIENCES	<u>77.9%</u>	<u>40.3%</u>

B. INDICATE HOW THE SYLLABUS FOR THIS COURSE RELATES TO THE STUDENT THE GEN. ED. COURSE GOALS AND INDICATE HOW STUDENT ACHIEVEMENT OF GEN. ED. GOALS WILL BE ASSESSED (REMEMBER TO INCLUDE A COPY OF THE COURSE SYLLABUS.) . CHECK ALL THAT APPLY.

GEN ED GOALS FOR THE CODE(S) ARE RELATED ON THE SYLLABUS IN:

	CODE 1	CODE 2
COURSE DESCRIPTION	<u>84.8%</u>	<u>47.4%</u>
COURSE OBJECTIVES/OUTCOMES	<u>93.0%</u>	<u>48.1%</u>
PROCESS OF THE COURSE	<u>80.7%</u>	<u>42.2%</u>
OTHER _____		

STUDENT ACHIEVEMENT OF GEN. ED. GOALS ARE ASSESSED WITHIN:

	CODE 1	CODE 2
EXAMS	<u>87.7%</u>	<u>44.2%</u>
PAPERS	<u>79.1%</u>	<u>44.8%</u>
PORTFOLIOS	<u>20.5%</u>	<u>6.5%</u>
CLASS EXERCISES	<u>76.2%</u>	<u>44.2%</u>
OTHER _____		

C. HOW COULD YOU IMPROVE THIS SYLLABUS IN ORDER TO BETTER INSURE THAT THE GENERAL EDUCATION COURSE GOALS ARE CLEARLY STATED ON THE SYLLABUS AND ASSESSED IN THE COURSE? CHECK ALL THAT APPLY.

GEN ED GOALS FOR THE CODE(S) COULD BE RELATED ON THE SYLLABUS IN:

	CODE 1	CODE 2
COURSE DESCRIPTION	<u>41.8%</u>	<u>24.7%</u>
COURSE OBJECTIVES/OUTCOME	<u>36.5%</u>	<u>23.4%</u>
PROCESS OF THE COURSE	<u>33.2%</u>	<u>18.8%</u>
OTHER _____		

STUDENT ACHIEVEMENT OF GEN. ED. GOALS COULD BE ASSESSED BY:

	CODE 1	CODE 2
EXAMS	<u>42.6%</u>	<u>20.8%</u>
PAPERS	<u>38.5%</u>	<u>19.5%</u>
PORTFOLIOS	<u>13.9%</u>	<u>5.2%</u>
CLASS EXERCISES	<u>41.0%</u>	<u>23.4%</u>
OTHER _____		

DISCUSS THE FOLLOWING (ATTACH ADDITIONAL PAPER IF NEEDED)  
HOW WILL YOU IMPROVE THIS COURSE OR SYLLABUS

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**NOTE: Assessment category values above are percentages of the total surveys in this section of the university.**

ARE YOU SATISFIED WITH THE CURRENT STRUCTURE OF THE PROGRAM AND DO YOU THINK THAT LEARNING OUTCOMES ARE BEING MET?

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DEPARTMENT CHAIR VERIFICATION

This General Education Course continues to meet the goals criteria for its Code (s)

Dept. Chair or Academic Director (Signed) \_\_\_\_\_

**Section 10**  
**Recommendations**

## RECOMMENDATIONS

### **Recommendations for General Education Survey (2010)**

1. Survey directions should stress to respondents the attachment of a syllabus.
2. When administering the survey, clarify the directions pertaining to double-coding.
3. The next iteration of the survey should include the language of learning outcomes.

### **Next Steps for General Education Assessment**

1. Investigate how to measure student learning in Webster's General Education Courses. Invite Kathy Marlock to make a research presentation on how other colleges and universities measure student learning in General Education programs and consider the Student Attitude Survey in the Assessment report.

### **Next Steps for General Education**

1. Move from goals to learning outcomes on all related General Education materials.
2. Discuss the overarching aims of Webster's General Education program.
3. Explore the impact of double-coding.
4. Encourage departments to consider the appropriateness of current coding on their courses.



